DOCUMENT RESUME

ED 306 373 CE 052 311

TITLE	Guide to Teaching. Vocational Home Economics Education.
INSTITUTION	Texas Tech Univ., Lubbock. Home Economics Curriculum Center.
SPONS AGENCY	Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE	Aug 88
NOTE	161p.; For related documents, see CE 052 312-321.
AVAILABLE FROM	Home Economics Curriculum Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Classroom Techniques; Competency Based Education; Course Content; Daily Living Skills; Disabilities; Educationally Disadvantaged; Educational Resources; Exceptional Persons; Health Education; Learning Activities; *Occupational Home Economics; Parenthood Education; *Program Development; Secondary Education; *Special Education; *State Curriculum Guides; *Teaching Methods
IDENTIFIERS	Texas

ABSTRACT

This guide was developed to help vocational home economics teachers in Texas incorporate the essential elements mandated by the State Board of Education into the curriculum. The guide contains advice to teachers in the following 10 areas: program planning; curriculum; teaching basic academic skills in vocational home economics classes; supervised occupational activity programs; serving disadvantaged and handicapped students in vocational education; identification of special needs students; vocational education and special education coordination; references; teaching essential elements for vocational education; and vocational home economics education. A section of teaching aids also is included. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED306373

GUIDE TO TEACHING

VOCATIONAL HOME ECONOMICS EDUCATION

TEXAS EDUCATION AGENCY

AUSTIN, TEXAS

CE052311

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

B Peterson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

GUIDE TO TEACHING

Developed and disseminated by:

HOME ECONOMICS CURRICULUM CENTER
Box 4067, Texas Tech University
Lubbock, Texas 79409-4067

Directed by:
Texas Tech University
College of Home Economics
Lubbock, Texas

In Cooperation with:
Texas Education Agency
Department of Curriculum and Instruction
Division of Vocational Programs
Vocational Home Economics Education
Austin, Texas

AUGUST, 1988

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except when age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Educa-tion Agency makes positive efforts to employ and advance in employment all protected groups.

ACKNOWLEDGEMENTS

This *Guide to Teaching* was prepared by the Home Economics Curriculum Center staff, in cooperation with the College of Home Economics, Texas Tech University, Lubbock, Texas. The Division of Vocational Home Economics Education, Texas Education Agency, provides supervision and directional guidance for curriculum development.

The Texas Education Agency Vocational Home Economics Education staff made special contributions to this publication's development:

Judith A. Hetherly
Program Director

Virginia Chancellor
Occupational Education
Specialist

Sharon Reddell
Occupational Education
Specialist

Gay Nell McGinnis
Occupational Education
Specialist

Cindy Gruner
Occupational Education
Specialist

June Kittlitz edited the materials.

Mike Nickell designed the cover.

TABLE OF CONTENTS

PROGRAM PLANNING 1
- Understanding the Community 2
- Understanding Human Growth and Development 2
- Cooperative Planning 2
- Criteria for Types of Programs and Content 2

CURRICULUM 3
- Instructional Materials 3
- Strategies for Working with Students 4
- Techniques for Teaching Students (including Student Occupational Activities) 5
- Lesson Planning 7

TEACHING BASIC ACADEMIC SKILLS IN VOCATIONAL HOME ECONOMICS CLASSES 8
- Reading 8
- Using Reading Effectively 9
- Writing 10
- Using Writing Skills Effectively 10
- Mathematics 10
- Using Mathematical Skills Effectively 11
- Telling Others 11
- Developing Critical Thinking Skills 12
- Managing the Dual Roles of Educator and Homemaker 12

SUPERVISED OCCUPATIONAL ACTIVITY PROGRAMS 13
- Suggested Supervised Occupational Activities 17

SERVING DISADVANTAGED AND HANDICAPPED STUDENTS IN VOCATIONAL EDUCATION 17
- Required Services 17
- Vocational Support System 18

IDENTIFICATION OF SPECIAL NEEDS STUDENTS 18
- Definition of Handicapped 19
- Definition of Disadvantaged 19

VOCATIONAL EDUCATION AND SPECIAL EDUCATION COORDINATION 21
- Vocational Assessment 22
- The Admission, Review, and Dismissal (ARD) Committee Membership 22
- The Admission, Review, and Dismissal (ARD) Committee Responsibilities 22
- Individual Education Plan (IEP) Development and Implementation 23

REFERENCE SECTION 29
- Amendment to 19 Texas administrative code §75.195, Alternatives to Social Promotion 31
- AIDS Education in the Classroom 32
- Future Homemakers of America, Inc. Activities for Students 32
- Education for Self-Responsibility 33
- Special Programs for Pregnant and Parenting Adolescents 34
- Endnotes 35
- Additional Instructional Materials 36

TEACHING ESSENTIAL ELEMENTS FOR VOCATIONAL EDUCATION 37
- Life Management Skills 39
- Vocational Home Economics Common Essential Elements 40
- Comprehensive Home Economics 41

Individual and Family Life....43
Parenting and Child Development....44
Advanced Child Development....45
Child Care and Guidance, Management, and Services....46
Management....47
Consumer and Family Economics....48
Food Science and Nutrition....49
Advanced Food Science and Nutrition....50
Food Production, Management, and Services....51
Family and Individual Health....52
Families With Special Health Needs....53
Services for the Elderly....54
Apparel....55
Textiles and Apparel Design....56
Apparel and Textiles Production, Management, and Services....57
Housing, Design, and Furnishings....58
Interior Design....59
Housing, Home Furnishings, and Equipment Management, Production, and Services....60
Institutional Maintenance....63
Hospitality Services....63
Home Economics Career Cluster....64
VOCATIONAL HOME ECONOMICS EDUCATION....67
Life Management Skills....69
Comprehensive Home Economics....73
Individual and Family Life....82
Parenting and Child Development....87
Advanced Child Development....92
Management....96
Consumer and Family Economics....99
Food Science and Nutrition....104
Advanced Food Science and Nutrition....108
Family and Individual Health....113
Families with Special Health Needs....117
Apparel....121
Textiles and Apparel Design....125
Housing, Design, and Furnishings....129
Interior Design....133
TEACHING AID SECTION....139

GUIDE TO TEACHING

Texas is moving toward the 21st century amid a period of dramatic change in the economic conditions of the state and nation. The educational system of the state is responsible for preparing youth to live and work in this changing future.

All people need to develop essential academic skills and to acquire a knowledge base on which to build lifelong learning. All students will be taught a core curriculum of English language arts, mathematics, science, social studies, fine arts, health, physical education, and technological literacy. All students will have the opportunity to acquire knowledge of citizenship and economic responsibilities and an appreciation of our common American heritage including its multicultural richness. To the full extent of their individual abilities, students will be provided the opportunity to develop the ability to think logically, independently, and creatively and to communicate effectively. Educating youth to be productive in a changing future necessitates an excellent educational system. A system that can accomplish this mission must be characterized by quality, equity, and accountability. Instruction must be provided at the highest levels of **quality.** Educational opportunities and resources must be distributed with **equity** for all students. The educational system must maintain **accountability** for demonstrated results and continuous improvement. Such a system will have the vitality to prepare youth for the changes and the challenges of the future, a future which will belong to those capable of transferring knowledge and skills into appropriate uses/services for humanity.[1]

A school's role is to educate children and young people. In order to perform this role, schools must identify students' needs and address concerns that take them out of school. *Teachers cannot educate students who are not in school!* The State Board of Education and the Texas Education Agency provide curriculum materials, personnel training, and information on programs designed to keep students in school.[2]

As schools establish objectives, attention cannot be focused solely on "academic" education; rather, strategies must be included to:

A. Improve student skills in thinking critically and solving problems.
B. Reduce the drop out rate and encourage higher attendance.
C. Encourage the development of self-esteem, respect for others, and responsible behavior.[3]

As schools plan for effectively fulfilling this comprehensive role, the moments of opportunity must be seized in the pre-kindergarten through grade twelve classrooms. The essential elements provide an excellent framework through which these objectives can be addressed.[4]

Despite the importance of schools, people must realize that teachers cannot do everything. In fact, the family is the most significant influence on children. Schools will fully realize their potential impact on students only if help and involvement are obtained from the community, parents, public and private caregivers, and persons with professional expertise.[5]

PROGRAM PLANNING

Effective program planning for vocational home economics education in the local community involves: (1) understanding the community, (2) understanding human growth and development, and (3) planning cooperatively.

Understanding the Community

Planning and carrying out an effective vocational home economics program requires that teachers understand the community in which the students and their families live. A study of social, economic, and cultural conditions in the community will contribute to this understanding. Such a study involves determining and appraising the representative types of family backgrounds, community attitudes, prejudices, values, resources, influences, and power structures. Patterns of family practices and involvement in community life, and business and industry, largely determine the needs and interests of individuals. One group that can assist teachers with the task of knowing and understanding the community is the local vocational advisory committee/council.

Understanding Human Growth and Development

The development of an individual from birth throughout life is characterized by the accomplishment of certain tasks at each stage of development. Understanding these tasks and the characteristics related to them is an important part of program planning. Knowledge of developmental tasks has several implications for teachers. The tasks indicate types of problems for which students must seek solutions. Teachers must realize that individuals of the same chronological age are not necessarily at the same stage of development. Because tasks arise at or about a given time in a student's life, however, teachers should be able to anticipate the teachable moment and to provide learning experiences which will meet the needs, interests, and abilities of students.

Cooperative Planning

Planning the vocational home economics education program cooperatively with students, parents, teachers, administrators, persons from post-secondary and higher education, persons from business/industry, and others in the community has been shown to result in more effective learning and a better curriculum than would be possible in a program designed by teachers alone. The local vocational advisory committee/council will be an asset in local program planning. When preliminary plans have been developed, teachers will want to discuss program planning with students to provide greater insight into their needs and interests.

Criteria for Types of Programs and Content

As programs are established, every effort must be made to insure that they are practical and deal with people "where they live." Achieving this end can be facilitated by the following criteria in program planning:

A. Credibility – Programs are accurate, clear, and comprehensive. Instruction represents the up-to-date factual information.

B. Respect – Programs demonstrate respect for the diverse student population. Students represent a contrast of cultures, value systems, and motivational influences. Although the basic need for attention, affection, security, and the "need to feel needed" remains common for all individuals, young people currently live in a very complex society with a wide array of positive and negative approaches to meeting those needs. Educators should recognize that the options and choices facing current youth are accompanied by no easy, simple formulas for success and happiness. Although "Just Say No" may work well for some students in some decision making opportunities, thousands more want to say "Yes". The role of teachers is to understand and respect their dilemmas in order to help them.

C. Self-Responsibility – Programs must not only *teach* students self-responsibility, but they also must *allow* students to form conclusions about their lives and accept responsibility for decisions. Students should not be expected to simply accept teachers' conclusions; rather, they must be taught the facts

and consequences and then allowed to make their own decisions. If students make the "wrong" decisions, teachers should not give up on them but instead continue working to help them become responsible.[6]

CURRICULUM

The curriculum must be designed to fit the program type and its goals and then adjusted to meet the needs of the students. Inclusion of enrichment materials may depend upon program goals, the time available, and the unique needs of the students. Teachers must assess the needs, concerns, and readiness for the information presented.

Instructional Materials

The Reference Section lists instructional materials appropriate for specific topics included in the curriculum. In addition, home economics curriculum guides are available and are listed in the Reference Section.

When selecting instructional materials, teachers should review the materials before utilizing them to be certain that the contents are suitable for specific students. Adaptations may be needed to meet students' circumstances.

Printed material. Some materials may need to be adapted to fit the reading abilities of individual students. Textbooks, curriculum guides, and other printed materials used in teaching vocational home economics education classes also provide useful materials for serving the many circumstances of students.

Teaching Aids. Teaching aids are available from a variety of sources including local, state, and federal government agencies, trade associations, non-profit organizations and businesses, and commercial businesses. Brightly colored charts and posters are available from commercial sources. Many curriculum guides include charts, illustrations, and information sheets which are suitable for reproduction. These may be reproduced for use as transparencies or study sheets. They may be enlarged to make posters, flip charts, and bulletin boards.

Audiovisual materials. Audiovisuals serve a number of purposes and, if selected carefully, can greatly facilitate learning and provide supplemental instruction. Next to real life experiences, audiovisuals are some of the most intriguing and involving aids available. Students usually enjoy audiovisuals and may find the information easier to grasp and more meaningful when presented visually with sound. Computer assisted instruction has been found as one of the most beneficial ways for teaching students and for promoting retention of the knowledge on behalf of the learner. When selecting resources several guidelines should be observed:

A. Consider whether the materials are culturally relevant to the students.
B. Avoid materials with language that is too technical or out-dated.
C. Avoid materials that have a phony approach to the topic.
D. Avoid materials that promote sex stereotyping.

Three-dimensional aids. Three-dimensional aids that involve the senses add an important dimension to instruction. Aids that provide close physical observation, assembly, and disassembly enhance learning and facilitate better recall of that lesson. The aids may be bought through a commercial concern or made by an instructor. A variety of commercial businesses have specialized items such as food models, which can aid in

learning. Also, home furnishings accessories, fabrics and apparel items, children's toys, kitchen equipment, and other items can provide students resources for tactile investigation.

Strategies for Working with Students

All students have a need to be successful. Failure deprives them of the satisfaction of that need. Some students who fail fight back aggressively. Others withdraw, stop trying, and become non-learners. Some get physically sick. Many drop out. To prevent these outcomes, teachers must provide opportunities for success. Students then need praise. Success and praise will usually motivate students to achieve their maximum potential.

Suggested instructional strategies are as follows:

A. Reflect the cultural backgrounds of students. Provide role models with which ethnic minorities can identify. Select textbooks and teaching aids which are multicultural. Invite guest speakers from the groups represented. Use pictures of persons from various cultural backgrounds on bulletin boards. Include ethnic foods, clothing, family patterns, child rearing practices, architectural styles, and consumer problems in planning instruction.

B. Use instructional materials and methods which promote cultural understanding. If materials available do not promote cultural understanding, seek supplementary materials which do.

C. Adjust teaching style to fit the learning styles of the students. The material taught should be relevant to students' lives and needs. Teachers must understand the community and the disadvantaged within it. Relate instruction to students' direct experience whenever possible.

D. Make an effort to involve all students in learning activities. Take advantage of student-initiated ideas to increase participation and interest.

E. Address the cognitive and effective needs of students. Some activities should be appropriate for use in a group or class setting. Others should be geared more to individual learners. A variety of strategies should be used. Learning takes place through the various senses. For this reason, verbal, auditory, visual, and tactile experiences facilitate the most effective learning.

F. Provide enriched programs to challenge and motivate gifted students. Enrichment might include computers, video cameras, microscopes, and higher level or foreign language reading materials. Expect higher levels of achievement. Encourage students to experiment, to test, and to innovate.

G. Involve parents. This will require encouragement from teachers and interesting activities. Most of all, it will require teachers who are energetic organizers and who relate well with people. The effort to involve parents hopefully will pay dividends in increased student interest and increased parental support.

H. Help students learn to evaluate themselves. Evaluate students' efforts promptly, provide feedback, utilize mistakes, and show them where and how they can improve.

I. Be honest with students. Honesty is an important way to establish rapport and develop respect.

J. Make instructions practical and basic. Explain *how* first, *why* later. Many educators believe that students learn best by doing.

K. Reward success. Since failure has been a common experience for many disadvantaged students, each success should be rewarded. It may be necessary to reward small steps to ensure that the student will eventually reach the objective or achieve the competency. Vocational home economics education classes provide many opportunities for producing tangible products which provide evidence of achievement. Students can see that they have prepared a nutritious meal, drawn a practical floor plan, made an attractive garment, planned an effective budget, or created an exciting toy. Vocational home economics education courses provide students opportunity to feel self-sufficient, an attitude needed to function as an adult.

Techniques for Teaching Students

Techniques which invite participation are important to achieve student learning. The techniques of class discussion, role playing, family diagrams, biographical scripts, guest speakers, and practice exercises successfully cultivate student participation.

Lecturing. Some information may be presented to adolescents in fact-giving lectures. Fifteen to twenty minutes is a reasonable time limit for a lecture. Interest in the lecture can be enhanced through the use of visual aids.

Questioning. Questioning reduces the burden on students to participate in class. Asking questions and encouraging students to ask questions helps determine interests, concerns, needs, and helps in developing critical thinking skills. Students' questions and answers are especially useful in determining the emphasis to be placed on course content. Some student questions require factual answers by teachers. Others can be used to spark class discussion.

If students are reluctant to ask questions, several techniques may be helpful. Encourage students to place their questions in a question box. If students hesitate to ask questions for fear of appearing ignorant or silly, encourage them to recall misconceptions they have had in the past and then help them to dispel the misconception.

Occasionally, teachers may get questions that are meant to be shocking. Adolescents are testing teachers in these situations. Teachers who ignore these questions lose some credibility in the classroom. If a student poses a question teachers cannot answer, an appropriate response might be, "Well, I don't really have an answer for that. What does the class think...?", or " I will try to obtain the information and report back to the class.", or "Can you find the information and report back to the class?".

Class discussion. Class participants need the opportunity to talk. In small groups, discussion often occurs spontaneously during a presentation of information. In large groups, class members may not feel free to speak up. Questions related to class content can be posed to the group by the teacher to stimulate class discussion. The best discussion topics and questions are usually those generated by class members. Although unplanned discussions may complicate logical progression through material or necessitate schedule changes, they are excellent indications that the class is meeting important student needs.

Class discussion is advantageous because it is personal and reveals nonverbal cues. Teachers may notice listlessness that may be a sign of disinterest, embarrassment, lack of understanding, fatigue, depression, or anxiety. Teachers may note surprise or confusion. Teachers may observe fidgeting which is a sign for a change in topic, approach, or a break. Because nonverbal communication can be misread, confirm the response, when possible, through direct verbal communication. For instance, if students do not make eye contact with a teacher, the teacher can take that as a signal that the students' attention is elsewhere or that the students are shy or frightened.

Small group activities. If the group is large, breaking it into several small groups better facilitates group discussion and interaction. Students who might not speak up in a large group are more likely to participate in a small group. Small group activities often make better use of time. Teachers can move among the groups to answer questions and guide the discussions so they remain relevant to the topic. Teachers can promote leadership skills through the designation of a group leader to facilitate discussion and a recorder for documenting activities.

Role playing. Role playing provides an opportunity for students to explore difficult roles in families and communities. Role play can help students identify and discuss the relationships between their behavior as developing individuals and functioning members of society.

Role playing has important implications for students' emotional and social development. It enhances students' communication skills. By assuming different roles, students are provided with opportunities to experiment with various roles and viewpoints. Self-expression and reflection are enhanced. Because role playing requires expressing personal feelings, listening, and responding to feelings of another, the process helps students to learn to identify and distinguish personal feelings from another person's feelings. Role play can be used by teachers to assess whether or not students have learned the content.

The process involved in role playing teaches students to consider alternative ways of thinking and behaving. Students learn to consider the thoughts and feelings of others as well as their own in the process of resolving difficult situations. It also facilitates development of reasoning and communication skills. To role play a negative issue or concern is oftentimes the easiest to display. However, teachers must always have a positive role play presented with the negative one or have another teaching strategy which will produce a positive result or conclusion.

Biographical scripts. Biographical scripts provide a concrete way to present sophisticated issues related to personal and family development. These scripts promote the students' identification with the fictitious character and situation and thus facilitate discussion. Biographical scripts are particularly useful in presenting such abstract subjects as family relationships and emotional needs of children. They provide concrete ways for students to examine broad content areas. The scripts serve the dual purpose of facilitating discussion of personal experiences and promoting the formulation of abstract principles of behavior. Biographical scripts provide psychological distance from emotionally charged experiences. This in turn lessens students' discomfort with the discussion of personal issues. The technique enhances the students' ability to identify their feelings, listen to the feelings of others, exercise problem solving abilities, and promote writing skills. General principles can be derived through discussion and analysis of personal responses.

Family diagrams. Family diagrams can be used to graphically illustrate social and psychological aspects of family development. Students should begin by diagraming their own families. From their personal experience, the students can discuss and generalize about the social, emotional, and biological aspects of the family unit. The family diagram concept can be applied to most social interactions outside of the family and to employment contacts.

Such conceptual drawings greatly facilitate discussion. Students can quickly identify the various changes they have experienced within their relationships over time. They can discuss factors that may have facilitated or inhibited the emotional relationships. Students can discuss ways they might work toward achieving closer relationships with others, such as boy/girl friends, siblings, parents, other family members, employees, and other individuals. Students can evaluate the diagram results from various viewpoints.

Guest speakers. Guest speakers can be valuable resources. Be cautious, however, in selecting guest speakers. Teachers should interview each speaker before the class presentation. In the interview, try to ensure the following:

A. The guest is able to speak in the language that students understand. If the speaker uses terminology that is above the level of students' understanding, the time will be wasted. On the other hand, avoid the speaker who considers teenagers to be children and speaks too simply.

B. Check the person's viewpoint of the subject to be addressed and of the teenagers themselves. If there is a strong bias against teenagers or the person's approach is inappropriate, it is best to consider other guest speakers. Teachers should be particularly careful when inviting guests to speak on sensitive or controversial topics. A closed-minded individual may be insensitive to other alternatives and viewpoints. A narrow approach can result in confusion, anger, and/or guilt.

Practice exercises. Many opportunities exist when working with home economics students for practicing the skills being taught. For example, practice sessions related to infant care might include feeding, bathing, and dressing. Other practice sessions may include job interviews, consumer purchases, resolving employer-employee conflicts, and compromising family situations. A variety of communications exercises can help students better understand both themselves and others.

Lesson Planning

The first step in lesson planning is to identify the basic content and skills which are the same for *all* students. Teachers who have clearly identified what is to be learned, why it is to be learned, and ways and means to measure whether it has been learned can focus greater attention on how it can be learned. By varying teaching styles and individualizing learning activities, teachers can provide for all students without labeling students and making them conspicuous within the group.

To be successful in teaching, the instructional methods must be individualized. Planning activities with students in mind is essential. The very nature and variety of conditions indicate that there is no one method or technique that will be appropriate for all students. Students will vary in their response to experiences. Thus, each unit of instruction must be designed for the students in each class.

One solution to the challenges posed by a class of students with varying abilities is to group students by ability level for some activities. This allows teachers to plan activities which fit the learning styles and needs of each group. It gives the average student a chance to cover more content and to work toward higher levels of learning. It also gives other students, such as the educationally disadvantaged or the mentally handicapped, an opportunity for more teacher-student contact, extra time to cover content, and a chance for repetition and drill if needed. Class time can be divided into:

A. Large group discussion and teacher-directed activities.
B. Small group activities specially designed to meet each group's needs.

Small group activities could be designed to suit the audio learner, the visual learner, and the kinesthetic learner. Objectives and evaluation methods may be the same or different, but time spent in groups can be the same. Teachers can rotate among groups or spend time directing the activities of one or more groups.

Learning centers are effective for student learning. Some examples of learning centers include the following: a) a computer center with materials for student practice, more independent study, or remediation, b) an audiovisual center for viewing or listening to materials, and c) a reference center with individual study packets and reference materials. Use of varied teaching methods and materials provides students with opportunities to grow at their own levels of conceptual development. This contributes to their sense of achievement. Peer tutoring works well in learning centers. Through participation in the activities of the center, students have opportunities to interact with their peers and to experience success. Through tutoring, students may experience a one-to-one learning situation which can be of value to the tutor as well as to the student.

The following procedure justly evaluates *all* students:

A. Determine the objectives to be achieved.
B. Determine entry-level behaviors by pretest or other means.
C. Monitor and record progress toward achievement of objectives.
D. Measure achievement of objectives.
E. Translate progress toward achievement of objectives into the school's marking system.

Grading students in reference to a criterion reduces the frustration students feel when they are compared with each other. Other items to help students include the following:

A. Establish reasonable rules for the conduct of all students and be consistent in teacher expectations for student behavior.
B. Encourage students to be independent.
C. Provide students with space and time needed to complete tasks.
D. Help students learn to manage time and develop techniques to increase speed and ability.
E. Help students to develop critical thinking skills.
F. Help students identify transferrable knowledge and skills.

TEACHING BASIC ACADEMIC SKILLS IN VOCATIONAL HOME ECONOMICS CLASSES

Teachers should exhibit a vital interest in students' developing competence in basic academic skills. Home economics teachers realize that the well-being of individuals and families is dependent upon the ability to read, write, and compute effectively. They are also aware that the teaching of basic skills must be a team effort among all teachers.

Teachers include basic skills as a part of each course. Currently a three-facet response is needed for the demand to teach the basics. First, teachers must be able to identify clearly *how* to incorporate the basic skills in classes; secondly, teachers must *teach the skills effectively*; and thirdly, teachers must *let the public* (and other professionals) *know* that the teachers are, in fact, teaching basic academic skills in home economics classes. Reading, writing, speaking, and mathematics are incorporated into home economics continuously.

Reading

Reading is taught in many ways varying from reading texts for new information to locating and using reference materials. Specific examples of reading skill development opportunities are these:

A. Following directions accurately and sequentially (e.g., reading recipes and preparing food, reading directions for the care and use of equipment, and reading and following training plans).
B. Interpreting graphs, charts, diagrams, and patterns (e.g., nutrients source charts, house plans, process charts, and the digestive system).
C. Identifying meanings of abbreviations (e.g., pay check abbreviations, price codes, and recipe measurements).
D. Interpreting symbols and codes (e.g., garment care, patterns, and electrical diagrams).
E. Interpreting labels (e.g., hang tags on garments, labels on food products and personal hygiene products).
F. Locating main ideas in text, news articles, and advertisements.
G. Locating and using reference materials such as guidebooks, parliamentary procedure manuals, journals, and magazines.

Many educators have believed that reading is the responsibility of the elementary teacher and that the responsibility of secondary teachers is to develop competency in the content fields. However, recent studies[7] have shown that this approach has not been totally successful. Reading teachers cannot produce competent readers without cooperation from subject matter teachers. Additionally, research[8] has shown that general reading ability alone is insufficient to ensure comprehension of content area materials. Interdisciplinary learning is critical to the development of this basic skill. Teachers know that if students are prepared to continue to learn on their own as adults, students must be provided realistic, relevant reading experiences in all subject matter courses.

Using Reading Effectively

A variety of approaches may be used when reading is used as a teaching strategy. However, the SQ3R Approach,[9] or a variation of it, is recommended by many authorities. The SQ3R Approach to reading involves these steps:

S(Survey)	Look over the assignment before beginning. Check the title, the headings, and the charts. (Teachers may guide the entire class in this activity.)
Q(Question)	Formulate questions to be answered. (Teachers may have these or may draw them from brief class discussion, or questions may be formed from headings and subtopics.)
R(Read)	Read introductory paragraphs carefully. Skim less important points. Answer questions as they arise. Repeat the main points as they are found.
R(Review)	Repeat the key points and/or answers to original questions.
R(Recite)	Tell someone what is read or write notes in a notebook.

When students are clearly aware of the purpose for the reading, motivation is greater and success more likely. Reading, of course, should never be assigned as punishment. A responsible teacher never says merely, "Read the chapter, and answer the questions at the end of the chapter." Teachers often ask, "What can be done about the non-reader or very slow reader in home economic classes?" Books have been developed for the below grade level student in vocational education. Teacher-developed handouts designed with simple wording are also useful. Another approach for the non-reader is taped material. Some teachers use the team-approach when there are several non-readers in a class. The teacher may present problems to small teams of students, and as a unit, the teams find answers and solutions. Some students do the reading and other students make different contributions to the problem solving. It is important for subject area teachers to realize that they are not reading teachers but rather teachers who use reading as an effective teaching strategy. If a non-reader is identified in a class, it is important to refer the non-reader to the counselor for remediation. A teacher cannot force a person without reading skills to read; therefore, a teacher should not make a reading assignment for a non-reader.

Another common question is, "How does one know that a student cannot read?" There are several clues. Early in the year a teacher may give a reading assignment for diagnostic purposes. By evaluating comprehension and providing opportunity for oral reading, a teacher may be able to learn whether non-readers are among the students. Informal assessment may be made by asking questions like: Does the student follow directions? Does the student ask questions? Does the student complete a lesson? Does the student use the language of the subject?

Teachers also ask, "How may one judge the reading level of a book?" There are several methods. Two commonly used methods are the *FRY*[10] method and the *CLOZE*[11] procedure. Reading teachers and curriculum directors in most schools will have information on their use.

Teachers also ask, "Is it wise to ask students to read aloud as a classroom activity?" Reading aloud is questionable as a technique. Often students do not pay attention. Their minds wander after they have read their section, or they count ahead and study their paragraph while someone else is reading. Authorities[12] recommend reading aloud as a technique only for special occasions and then not in a round robin but rather by one or two volunteers. Some students enjoy reading aloud. Others do not.

Writing

Writing skills are used in all classes. Through activities students have opportunities to strengthen skills which they developed as elementary students. Examples include writing laboratory plans, writing reports of supervised occupational activity programs, writing care guides, completing nutrition charts, writing recommendations for case studies, outlining oral reports, keeping work records for cooperative education classes, answering essay test questions, correcting test answers, and writing follow up records to an observation.

Using Writing Skills Effectively

Teachers help students learn new words for each new unit of instruction. Spelling, sentence structure, and grammar errors are marked on tests and other papers. Experiences in correcting errors are opportunities for improving skills. Additionally, the correcting of papers is a fine re-teach strategy–a feedback technique necessary for development of writing skills.

After a writing experience is completed, try to respond to the assignment as follows:

1. React to the *content* of the written work and emphasize the good points.
2. Discuss possible additions or changes in content needed.
3. Point out how *errors detract* from understanding of the writer's position and material, and have errors corrected.
4. Make use of written projects in an appropriate manner, such as displays.

Students may develop child care guides and share them with local residents, or they may develop a list of successful worker characteristics to be printed in the local newspaper.

Mathematics

Authorities[13] indicate that effective and meaningful mathematical learning must be based on real, concrete, hands-on experiences. Therefore, the mathematical skills developed in home economics classes through laboratory experiences are extremely valuable in the development of academic skills. The National Council of Teachers of Mathematics has set ten "basic mathematical skills" which a student should acquire before graduation from high school. Among them are problem solving; applying math in everyday situations; estimation and approximation; measurement; reading, interpreting, and constructing tables, charts and graphs; and using mathematics to predict. All of these skills can be used in home economics classes. Some examples are shown here:

1. Comparing product costs
2. Making time plans
3. Using measuring devices
4. Making metric conversions
5. Calculating project costs
6. Completing market orders

7. Developing budgets
8. Figuring income from individual and family work

The home economics teacher provides opportunity for reinforcement of mathematical skills. In using mathematics outside math classes, the student gains a higher level of competency and a greater appreciation of its value.

Using Mathematical Skills Effectively

Some examples of activities which are particularly related to mathematics follow:

1. When mathematical problems are inherent in a lesson, such as in determining how much of a family's income may reasonably be spent on housing, a teacher can use a pattern of presentation that gives students an overview of the problem, sets a purpose for the activity, explains the procedure, provides an example, and provides practice in working the problem.
2. When a solution of a mathematical problem is part of a lesson, a teacher can point out the problem during the explanation phase of the lesson, work a sample problem on the board, and ask students to work a sample problem. Then teachers can proceed with the lesson.
3. A teacher can use visual aids to provide review or to prompt student memory; for example, if the day's lesson includes dividing a recipe in half, a teacher can use a teaching aid showing an example of the division of fractions. Or, if the lesson requires students to figure a percentage of money needed for a project, a teacher can have a teaching aid showing how to work a problem using percentages.
4. A teacher can model a necessary mathematical procedure accurately, clearly, and simply, if it is new to the students. A teacher can use an example that is not distracting, using simple, correct vocabulary, labeling critical elements, and showing exceptions.

Telling Others

Home economics teachers must not only teach basic academic skills effectively, but they must also let other professionals and the public know that basic academic skills are being taught.

Vehicles for telling this part of the vocational home economics teaching story vary from student-talk to publications. When a teacher makes a serious, planned commitment to help students develop reading, writing, and mathematical skills, students become aware of the activity. Students will know this and discuss it. Therefore, student-talk becomes a strong vehicle for spreading the home economics story. Informal conversation among teachers spreads information. Home economics teachers should make a point of casually mentioning work related to the basics when talking to other teachers. Phrases such as "modeling a math problem" and "using the SQ3R approach for reading experience" make teachers aware that vocational home economics teachers are knowledgeable in the use of the basic skills. Conferences with parents provide opportunities for teachers to mention the development of skills to the public. Administrators may become aware of this part of the teaching if vocational home economics teachers include a goal such as "to improve mathematical, writing, and reading skills of students" in the annual list of professional goals. Carefully made lesson plans also indicate evidence of the use of these academic skills through the lesson objectives.

Home economics teachers are team members in the effort to upgrade basic academic skills of America's youth! Vocational home economics teachers do it regularly, do it well, and are committed to telling others about their successes![14]

Developing Critical Thinking Skills

The curriculum for vocational home economics education courses has been updated on a regular basis as family needs have changed and Texas business/industry diversified. Prior to 1982, the content was suggested to local education agencies, but after House Bill 742, the essential content for all courses was mandated. In light of mandated content, local school districts are encouraged to develop content beyond the mandate and design local curriculum to meet the needs of local students.

The essential elements prescribed for vocational home economics courses should not be perceived as restrictive but rather a means to broaden knowledge and develop higher order thinking skills. The traditional method for effective learning practiced by teachers in home economics has been to take the students' level of knowledge and carry it to a greater degree through cooperative learning in order to promote thinking skills and transferring knowledge.[15]

Cooperative learning is a positive approach for a positive outcome. Research indicates that cooperative learning in contrast to competition and individual experiences promote higher academic achievement and superior cognitive reasoning strategies, more cross ethnic interaction and more positive cross ethnic attitudes, and more interpersonal attraction between handicapped and non-handicapped students.

To the contrary of current attention to the importance of methodology and pedagogy, careful selection of teaching techniques are imperative for teaching students how to think and how to transfer their knowledge. One excellent teaching technique for promoting critical thinking is classroom debate.

A teacher's task in a successful classroom debate is the development of the debate question. A debate situation in the classroom compels the student to sort through information and take a pro or con position on an issue. This applies not only for those serving on the debate panel but also for the class members. Students should be informed of the content and be prepared to respond to solutions or positions explored by those serving on the panel. The debate method is an excellent way to provide all students in the class an opportunity to analyze, synthesize, and evaluate information during both preparation and participation.

A major concern today is balancing school/work responsibilities and family responsibilities. A research project found that a person's success for school/work responsibilities and family responsibilities were directly related to each other. As lives of educators become more complex, they too need strategies for coping and handling stress brought about by the increased demands. Take a look at how this concept is dealt with in home economics curriculum, how it promotes critical thinking skills, and how it can even help the educator to manage the dual role of homemaker and wage earner.

Managing the Dual Roles of Educator and Homemaker

Teacher application. Teachers must first think of their responsibilities as a homemaker and educator. They must work through the ways to better balance the work and home life, and then transfer strategies toward assisting students in tackling their complex lives.

The balancing act of the educator. The issue/problem in this case is coordinating work life and family responsibilities. First, the educator would have to identify the reason for decisions or actions based on values. Then any conflicts must be resolved.

The next step is to develop skills that have been found necessary to balance responsibilities of an educator and those of a family member. This takes much practice and dedication toward what one values. It does not

mean that one area will go neglected. On the contrary, it means that one will probably develop skills that will make a better educator and family member.

Evaluation and transfer come next. How well are problems being solved? What adjustments, if any, are needed? How can one put the new theory and/or practice in place for other problems to be resolved? Are educators ready to transfer their newly acquired knowledge and skill?

Let's go through what has happened in the learning experience. Thinking, the non-observable mental act, has taken place. The rooted behavior cognition has taken place. And hopefully, the ultimate has happened, metacognition has occurred—people have thought about their thinking. Metacognition is essential in the development of memory, problem solving, and critical thinking skills.

Educators have begun to resolve their balancing act. Now, it is time to help the student.

Example teaching strategies for critical thinking. Vocational home economics teachers can help students to achieve the goal of balancing school/work and family responsibilities. A quick review of content reveals one ideal subject area for this to be addressed is in the area of *MANAGEMENT*.

Unit Objective—To promote critical thinking skills through resolution of balancing work and family responsibilities.

Theory and Rationale of Performance
- Examine the relationship between work and family performance.
- Clarify meaning of values.
- Identify facts from values.
- Define value principles.

Demonstrate Performance
- Using practical reasoning procedures, assess the problem.
- Identify jobs to be accomplished.
- Identify adjustment in behavior.
- Explore possible corrective measures.
- Set corrective measures in place.

Evaluate Accomplishments

Transfer Knowledge To Other Issues
- Identify other issues for resolution.
- Determine resolution by using the model for balancing work and family responsibilities.

Conclusion to strategies for critical thinking. The above curriculum concept is only one of many that is taught by vocational home economics teachers. The same theory can be used in the areas of child development and care, individual/family relationships, nutrition and food preparation/service, textiles and clothing construction or selection, individual/family economics, individual/ family health and care, and housing and interior design.

SUPERVISED OCCUPATIONAL ACTIVITY PROGRAMS

The Supervised Occupational Activity Program is a term used to designate projects and/or activities that must be fulfilled by each student enrolled in comprehensive, cluster, and technical home economics courses. The Supervised Occupational Activity Program is a teaching strategy for remediation, reinforcement, in-depth study or enrichment related to classroom instruction.

Requirements of the Supervised Occupational Activity. Each student enrolled in comprehensive, cluster, and technical home economics courses shall implement the occupational activity program. The requirement may be satisfied by any one of the following techniques:

1. entrepreneurial activities in home economics;
   Example: A student who is enrolled in the Families with Special Health Needs course might research to determine what local resources are available to elderly individuals. The student could write a booklet that provides information about the aging process and contains a list of community and state resources available. After writing the booklet, the student could print and sell the booklet which would promote entrepreneurship.
2. on-the-job training in a home economics occupation;
   Example: A student who is enrolled in either the Housing, Design, and Furnishings technical course or the Interior Design technical course could secure after school employment with (1) an interior decorator or decorator workshop to make custom furnishings; (2) a furniture store, or (3) a home furnishings accessory store. The emphasis would be to apply the knowledge and skills gained in class to the tasks in the marketplace.
3. research and/or its application in home economics or individual curriculum content elements.
   Example: A student did not attain an acceptable level of achievement on an essential element sub-competency related to nutrition in the Food Science and Nutrition course. For remediation, the student could establish goals that relate to the essential element in which the student lacks competence. For example, the student might read and summarize articles on meeting dietary needs of individuals at various ages. In addition, the student might interview a dietitian and inquire about the importance of meeting nutritional needs of individuals at different ages and how to meet those needs.

Teachers should guide students in selecting occupational activities that best meet the needs, individual differences, and capabilities of the students. This can be achieved through coordination between the teacher, the parent/guardian of the student, and the student. The occupational activity programs must be related to classroom instruction and the individual curriculum content essential elements. The activities are an application and/or extension of the essential elements. The complexity and depth of the occupational activity programs determine the time length. Students should begin the activity programs as soon as their needs can be identified at the beginning of the semester. For the occupational activity program, students should establish goals indicating what they expect to learn or skills they expect to develop that relate to the essential elements in the appropriate course in which they are enrolled. Several smaller occupational activity programs that would be comparable to the quality and time of a larger single occupational activity may be preferable for some students, especially those students who need to know the results of their efforts quickly in order to sustain interest and motivation in their class work.

Teachers expected to supervise program. Teachers assigned to the comprehensive and technical home economics program units are expected to conduct parent/guardian conferences and to organize and supervise the required student occupational activity program for students. The purposes of the parental/guardian contacts are to assist in identifying student needs, supervising occupational activity progress, coordinating parent/guardian and teacher cooperation to better assist in students' educational progress and improved achievement, and evaluating the student occupational activity. In addition, approved comprehensive and technical home economics units which are involved in the home economics summer phase program or in summer school shall include as a part of the goals and objectives established for the organized group instruction summer program the required class instruction and occupational activity program.

Program evaluation. Supervised Occupational Activity Programs should be evaluated according to the individual differences and capabilities of students and their achievement of goals and plans established prior to the beginning of the program. Vocational home economics teachers are responsible for providing supervision of the occupational activity. Teacher supervision of the occupational activity must be an ongoing process rather than an end of the semester or year activity. The district's grade emphasis placed on the occupational activity program is determined by the local school district.

SUGGESTED FORM FOR
SUPERVISED OCCUPATIONAL ACTIVITY PLAN

NAME COURSE

SCHOOL TEACHER

BEGINNING DATE COMPLETION DATE

Name of occupational activity:

Description of occupational activity selected:

Occupational Activity objective(s):

Plans for achieving objectives:

Plans for reporting progress:

Essential elements included in this occupational activity:

Evaluation plans:

Parent/Guardian signature Date

Teacher signature Date

Suggested Supervised Occupational Activities

1. Housing and furnishings – Research technological advancements in building and furnishings materials, refinish or upholster furniture, create window treatments or do comparison shopping of several sources of window treatments regarding cost and maintenance, do minor repairs, and evaluate home for energy efficiency.
2. Apparel/accessory design and marketing – Perform a marketing survey; design, produce, and market an original apparel/ accessory design; mend clothes; construct a garment; and research technological advancements in apparel industry.
3. Child development and/or special needs individuals – Volunteer to work with children who have special needs (mentally retarded, deaf, blind or visually impaired, orthopedically handicapped, or multi-handicapped), care for a neighbor's child, work in a child care center, and research employment demands and educational requirements for child care.
4. Family/individual health– Volunteer to work with elderly individuals in an institution, adult day care center, or non-profit organization serving the elderly; develop and follow a plan for improved health care in the home.
5. Food science and nutrition – Research food processing technologies and advancements, plan and prepare nutritious meals for the family, and conduct a study on how one maintains proper nutrition.
6. Management – Research time saving methods, monetary budgeting, and conservation of family resources; develop and carry out a management plan; and practice the steps in the decision-making process.
7. Consumer education - Plan and follow a budget and research methods for saving funds for the future.
8. Family relations - Plan a leisure time activity for all family members to participate in, plan and carry out a family communications project, create a plan for all family members to spend more time together, and learn more about family traditions and family heritage/culture.

SERVING DISADVANTAGED AND HANDICAPPED STUDENTS IN VOCATIONAL EDUCATION

Required Services

Local education agencies that request federal vocational funds for handicapped, disadvantaged, and Limited English Proficiency (LEP) students are required to provide the following services and activities for vocational or potential vocational students:

A. Vocational interest and aptitude assessment prior to selecting a vocational program
B. Provision of special services designed for individual students based on the special needs identified by the vocational assessment
C. Guidance and counseling activities conducted by certified counselors including career development vocational assessment and services designed to facilitate the transition from school to post-school employment

The federal vocational funds set aside for handicapped, disadvantaged (including dropouts and potential dropouts), and LEP students may be used to provide these services. Records of times and services rendered for each student and each funding category should be kept by the school district. The user costs by special needs category may be prorated between the handicapped and disadvantaged federal funds.

Vocational Support System

The supplementary or additional services for special needs students may be organized and provided through a vocational support system designed to serve all special needs students including the handicapped, disadvantaged, and LEP students. A support system may include guidance and counseling and additional or supplemental instruction. The key to a successful support system is the qualification of personnel assigned to provide the supplemental services to the special needs students. Personnel, including counselors, teachers, and/or teacher aides, may be supported with federal vocational funds. In smaller districts, teachers may provide additional services using equipment or instructional materials purchased with federal vocational funds. The components of a vocational support system are:

A. **Guidance and counseling**
   1. Career development/awareness activities
   2. Vocational interest and aptitude assessment
   3. Individualized program planning
   4. Specialized formal/informal career counseling and guidance

B. **Supplemental instructional materials**

   Instructional materials are essential when providing supplemental/additional instructional services to special needs students. Instructional materials, both hardware and software, for individualized instruction may become a part of the support system for special needs students enrolled in vocational education courses. Instructional materials should be available to serve students during the entire day and, therefore, should be housed in an area separate from the traditional classrooms and centrally located near vocational education classrooms. This area, the support center, will be the nucleus from which all supplemental/additional activities radiate. Instructional materials that may be used in vocational education classes will include, but not be limited to:

   1. Materials for each vocational program that are written with a lower reading level (such as fourth grade level rather than ninth grade) may be used by special needs students.
   2. Audiovisual software and hardware may be used for individualized, self-paced instruction.
   3. Computer aided instruction may be available to allow self-paced, repetitive instruction. Career awareness and guidance programs are available for individualized instruction.
   4. Tape recorders may be assigned to visually impaired students, students with reading and writing deficits, and students with communication disorders (including LEP). The tape recorders may be used to tape lectures and class discussions for study purposes. Recordings of reading assignments may be taped by readers (from honors programs, service organizations, etc.) and used for study purposes by special needs students.
   5. Videotape equipment, hardware, and software may be used to record lectures and demonstrations in vocational education classes. Students may then use videotapes for review of content and the repetitive instruction process.

IDENTIFICATION OF SPECIAL NEEDS STUDENTS

Making the transition from school to adulthood is a giant step for most young men and women, but especially for those who are handicapped or disadvantaged. Vocational home economics has a major role in teaching handicapped and disadvantaged youth skills which will help them take that giant step. The teaching strategies suggested here have been synthesized from literature on teaching the handicapped and disadvantaged student.

In order to live independently, handicapped learners need the same skills as other students. Vocational home economics education teachers face the challenge of teaching handicapped and disadvantaged persons

effectively, providing adequate support services, expecting an equal level of skill acquisition by all students, and ensuring that skills taught are adapted for each special needs student's most efficient learning.

Teachers need to recognize that many of their special needs students may not spontaneously pick up the skills of other students. Therefore, teachers' impact on these students can be potentially greater and far more important than the impact on normal individuals. Teachers also need to recognize that most special needs individuals in their classes are capable of learning everything taught in those classes; how they learn and how long it takes to learn may vary.

Henry Viscardi at the White House Conference for Handicapped Individuals in 1977 said that the most difficult barriers for handicapped people are "not narrow doors and rigid curbs, but narrow minds and rigid stereotypes." The same is true of the disadvantaged. When mainstreamed students are enrolled in classes, teachers must reconstruct their mind-sets so that psychological barriers can disappear.

Teachers may feel uncomfortable and unprepared because of the lack of experience working with handicapped students. Teachers must first accept the reality of the handicap before being able to see all the things the student is capable of as a person. This initial attitude of acceptance is crucial and is one of the important variables for the success of the special needs student.

If students are placed in the class through the Admission, Review, and Dismissal (ARD) process, the content must be modified as prescribed. However, the ARD process may determine that no modification is necessary. Teachers must make an effort to learn about some of the aspects and the nature of the student's handicaps or disadvantages. Teachers can become knowledgeable about specific needs and problems through access to each student's file and through communication with the parents, special education teacher (if the student is classified as handicapped), the counselor, and the student. Only if teachers feel confident in knowledge of students' needs can they be successful.

Definition of Handicapped

"The term handicapped, when applied to individuals, means individuals who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance" [Section 521 (15), Public Law 98-524]. Handicapped students at the secondary level will be those students who have been identified by special education personnel as being eligible for special education services. Handicapped students in post-secondary and adult vocational education will be self-identified as having one of the identified handicapping conditions listed in the above federal definition.

Definition of Disadvantaged

Deficiencies in language and reading skills are especially evident among the students who are at risk of dropping out of school or who are disadvantaged. "The term disadvantaged means individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education courses. Such a term includes individuals who are members of economically disadvantaged families, migrants, individuals who have limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school" [Section 521 (12), Public Law 98-524]. Social, cultural, and economic

deprivation can affect learning. In teaching the disadvantaged student, consideration must be given to the range of background knowledge and expression as well as unique responses to "motivational" factors.

Economically disadvantaged. These persons have low income status. This may include individuals whose (1) family income is at or below the national poverty level, (2) parent or guardian is unemployed, or (3) parent or self is eligible for public assistance. An economically disadvantaged person in vocational education may also be determined at the elementary or secondary level as one who participates in a free or reduced lunch program and at the post-secondary level and adult levels as one identified from state and federal student financial aid records.

Academically disadvantaged. These individuals are one or more years below grade level in achievement in three or more academic classes or have a composite score on a standardized test indicating below grade level performance. An academically disadvantaged student in vocational education will be determined at the secondary level as those students enrolled in remedial programs in mathematics, English, language arts, or reading. For post-secondary and adult levels, academically disadvantaged students are those enrolled in remedial instruction or those on academic probation.

Migrants. These individuals are students whose parent or guardian is a migratory agricultural worker or a migratory fisher who has moved within the past 12 months from one school district to another to enable the child, the child's guardian, or a member of the child's immediate family to *obtain temporary or seasonal employment* in an agricultural or fishing activity. This definition also includes a student who has been eligible to be served under the preceding sentence, and who, without the parent or guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

Limited English proficiency. The term "limited English proficiency" has the meaning given such term in Section 703 (a) (1) of the Elementary and Secondary Education Act of 1965 [Section 521 (15), Public Law 98-524]:

> A person with Limited English Proficiency (LEP) is any member of a national origin minority that does not speak and understand the English language in an instructional setting well enough to benefit from vocational studies to the same extent as a student whose primary language is English. These persons may include: (1) individuals who were not born in the United States or whose native tongue is other than English and (2) individuals who come from environments where a language other than English is dominant and thus have difficulties speaking and understanding instruction in the English language. A person with "limited English proficiency" can be identified as a student participating in an English as a second language (ESL) or bilingual program, scoring low on an English proficiency test, or being reported on the Bilingual Census.

Dropouts. The term "dropout" means a student who does not hold a high school diploma or the equivalent, who is absent from the public school in which the student is enrolled for a period of 30 or more consecutive days, and whose attendance within that period at another public school or a private or parochial school cannot be evidenced. [19TAC§61.64 (e)]

Students at risk of dropping out of school. The term includes those students who because of such contributing factors as the environment, familial, economic, social, developmental, and other psychosocial factors are likely not to graduate from high school.

Adolescent pregnancy. The United States has the highest adolescent birth rate of almost any developed nation in the world. Nearly one-fifth of all births are to adolescents. Each year more than one million, that is one in ten, adolescent women become pregnant in this country. Of those, approximately 600,000 give birth,

300,000 choose abortions, and 100,000 have miscarriages. Cumulatively, that means four out of ten American women will become pregnant before celebrating their twentieth birthday.

Unfortunately the magnitude of this trend is not the only startling concern. The birth rate is steadily rising even among the youngest adolescents: Thirty thousand pregnancies occur annually to girls under fifteen (with the remaining 425,000 to girls fifteen to seventeen and 685,000 to girls eighteen and nineteen). Over 90% of the adolescents who give birth elect to keep their babies rather than release them for adoption.

Texas leads the nation in pregnancy among girls fourteen years old and younger and has the fourth highest pregnancy rate in the nation for girls between the ages of fifteen and nineteen. These statistics are alarming, but they become even more alarming when they are viewed in conjunction with the dropout rate in Texas. One-third of Texas students drop out of school. When looking at the fact that pregnancy and marriage are the most common reasons cited by students who drop out, teachers quickly see why school-age pregnancy is an educational issue.[16]

All students must receive the kind of education that prepares them to face the future. School-age pregnancy is a tragedy that goes beyond the obvious fact that children who bear children are not ready to assume that responsibility. The true tragedy is that their burdens will be with them all of their lives and may be passed on to their children. Households headed by single mothers are more likely to be poor. Even when teen mothers are married, statistics show that teen marriages are more likely to end in divorce. Poverty becomes the way of life. Their disadvantaged children then become a part of another statistic–poor children who do not achieve at the same level as other children.[17]

Educators must assume a leadership role in bringing communities together to fight the problem of school-age pregnancy. Students must be taught from the earliest possible age that they are responsible for their actions. Teachers must help build self-esteem and self-respect among youth and impart in them the ability to make informed, responsible decisions. Students who believe in themselves are more capable of saying "no" when in compromising situations.[18]

VOCATIONAL EDUCATION AND SPECIAL EDUCATION COORDINATION

Federal legislation and Texas State Board of Education Rules require the education of handicapped students in the least restrictive environment. Cooperative planning and delivery of educational services among special education and regular education personnel are essential when providing handicapped and non-handicapped students instruction in a single classroom arrangement.

The admission, review, and dismissal (ARD) committee determines the appropriate instructional arrangement for individual students based on cumulative and appropriate assessment data. An individual education plan (IEP) is developed for each student addressing modifications in content, pacing, and mastery level. The IEP will specify performance levels and skills in math, reading, and English language usage and, therefore, shall include any modification or special assistance needed by the student to enable participation in regular academic and vocational classes as well as in separate instructional settings. If the handicapped student needs extensive adjustments (modifications) but can benefit from a regular classroom placement, the ARD committee must specify appropriate special education assistance to the regular teacher.

Federal legislation, the Education of the Handicapped Act, PL 94-142, and the Carl D. Perkins Vocational Education Act, PL 98-524, specifically address the coordinated planning and instruction of handicapped

students in vocational education programs. The following information is provided to assist districts in implementing activities leading to the cooperative provision of vocational education to all handicapped students who will benefit from vocational education.

Vocational Assessment

Special education has the primary responsibility for providing the vocational assessments for handicapped students who have vocational preparation needs. All students who are to be considered as handicapped students in vocational education must have a vocational interest and aptitude assessment prior to being placed in a vocational program. [19TAC§89.233 (h) (3) (B)]

Vocational education counselors or teachers must review the assessment data with special education personnel and make a recommendation to the ARD committee. The recommendation should include: (1) determination as to whether vocational education is appropriate, (2) type of instructional arrangement (regular or separate program), and (3) program area. The recommendation may also include types of supplemental services and modifications needed by the student to participate in a vocational program.

The Admission, Review, and Dismissal (ARD) Committee Membership

The membership of the ARD committee includes: (1) a representative from administration for the local school district, (2) a representative from instruction (teacher), (3) the student's parent or designated representative, (4) the student, when appropriate, (5) a representative from the special education assessment team as specified. Representatives from vocational education including the vocational administrator or designee and the vocational teacher who will instruct the student will be voting members when placement into vocational education is being deliberated [19 TAC §89.221 and §75.213]. Participation by representatives from the Texas Rehabilitation Commission or other agencies is suggested when transition plans are being developed.

The Admission, Review, and Dismissal (ARD) Committee Responsibilities

The admission, review, and dismissal (ARD) committee is the vehicle for decision making when developing, reviewing, and revising the individual education plan (IEP) for each handicapped student including any vocational education. Committee responsibilities in making decisions for students' educational programming will include considering the occupational preparation needs, identifying vocational assessment needs, and planning an appropriate program for occupational preparation.

The ARD committee must perform several functions in planning for vocational education for handicapped students:

A. Review the vocational assessment report and the recommendations for vocational placement developed by the vocational education and special education team.
B. Determine the type of vocational program which fulfills the needs of the student most appropriately.
C. Discuss and make a decision for the type of available instructional setting in the least restrictive environment appropriate for the handicapped.
D. Develop an individual education plan (IEP) which addresses the vocational goals and objectives that achieve these identified goals. The IEP will address support services and modifications of equipment and program necessary for the student to benefit from vocational education instruction.

Individual Education Plan (IEP) Development and Implementation

The ARD committee must ensure that all required elements [19TAC §75.213 and §89.223] of the IEP are developed for each handicapped student enrolled in vocational education. The development of the individual education plan (IEP) is the initial step in programming for the handicapped student. The IEP must be cooperatively developed by members of the ARD committee. A single IEP is developed for each student which specifies goals, objectives, modifications, and support services necessary for the student. For purposes of vocational monitoring for Civil Rights compliance, information must be provided indicating that these components have been addressed. The following components will be addressed in the vocational portion of the IEP:

A. Annual goals addressing vocational instruction. Annual goals must be specified when modifications are to be made in the regular program. The annual goals should describe the skills and knowledge the student will acquire.

B. Short-term objectives that lead to the achievement of the goals. The objectives should be linked to the annual goals identifying tasks to be learned by the student in order to accomplish the annual goals.

C. Consideration of need for modification of instructional program. Modifications to the program must be addressed in the IEP. If no modifications are necessary, a statement to that effect will be made on the IEP.

1. Suggested modifications may be required to enable individual students to continue in vocational education programs by helping them compensate for their handicaps, such as:
   a. changes in the rules regarding
      - time allowed to complete a course or programs
      - time spent in the lab or classroom (for additional instruction)
   b. changes in the course of study in an individual student's program
   c. changes in the way program accomplishments are reported
   d. programmed and individualized instruction
   e. special teachers (or aides)
   f. special teachers for job readiness (pre-vocational) instruction
   g. arrangements for transportation
   h. specialized equipment
2. Modifications in instructional strategies may include:
   a. changes in reading requirements
   b. changes in listening requirements
   c. changes in math requirements
   d. changes in methods of instruction
   e. changes in the pace of instruction
   f. changes in the sequence of topics
   g. changes in tools, equipment or machinery used in the classroom
   h. changes in the classroom environment
   i. changes in project or report requirements
   j. changes in the way tests are given

The ARD committee with vocational education representation [19TAC§89.221 (h) (8)] will review assessment recommendations, plan appropriate vocational program placement, and whenever appropriate, include vocational education as a component of the student's individual education program (IEP). When determining if modifications to the vocational education program should be included in the IEP, the following questions may be considered:

A. Is the student reading below grade level and receiving special education assistance to the extent that he/she would have difficulty reading and understanding the required vocational course material?

B. Are the student's English language usage (grammar, spelling, and punctuation) skills below grade level, and is the student receiving special education services to the extent that he/she would have difficulty completing required vocational course requirements?
C. Are the student's math and computational skills below grade level, and is the student receiving special education services to the extent that he/she would have difficulty completing required vocational course requirements?
D. Does the student's handicap indicate a need for modification of the knowledge, skills, or information that all students are held accountable for by the course objectives contained in the district's curriculum?
E. Will the normal testing methods in the course need to be altered in order to assess the student's competencies without bias?
F. Does the student need a behavior management plan implemented during the vocational class?
G. Does the student have physical limitations which require modifications in equipment, instructional materials, or facilities in vocational education?

If the answer to any of the preceding questions is "yes," the ARD committee should outline reasonable modifications to equipment and appropriate instructional methods, grading, support services, and/or goals and objectives in the student's IEP. If it is determined that any of the above IEP components are not necessary, the IEP should specifically document that modifications of program goals, facilities, equipment, and the need for support services have been considered but are not necessary. *It is not necessary to write goals and objectives when no changes are made in curriculum content, mastery level, or instructional methods.*

Mentally retarded. These students function below average in the areas of intellectual, physical, and emotional development. Mentally retarded persons are capable of learning home economics skills. However, as homemakers they will not have constant supervision. They must learn to make their own decisions and care for their own families as well as themselves if they are to live independently.

Teaching the mentally retarded. Since constant reinforcement is essential for mentally retarded students, demonstration is an excellent teaching technique. Demonstrations may need to be repeated several times. Establishing a set routine for activities, like preparation and cleanup in foods lab, helps mentally retarded students learn what is expected of them.

When teaching a skill to the mentally retarded, keep the following points in mind:
A. Break the skill down into simple sequential steps that can be repeated until the whole skill is learned.
B. Provide stimuli in a number of ways, through learning, seeing, and touching, all of which reinforce learning.
C. If a poor memory slows learning, review instructions frequently.

Because mentally retarded students have short attention spans, lessons should be short and concise. When work is assigned, the amount should be limited. Before beginning a learning experience, review the previous information and materials on which it is based. Lessons should be planned so that repetition of tasks is possible. In presenting information or giving directions, use as few words as possible and only those that are familiar to the mentally retarded student.

Deaf and hard-of-hearing. Because hearing loss is not as obvious as other disabilities, it is sometimes referred to as the "hidden handicap." Even a mild hearing loss interferes with learning and communication.

Because it is not obvious, the symptoms of a mild hearing loss are easily misinterpreted as behavior problems. Students with a mild to moderate hearing loss need to be encouraged to use residual hearing.

Students whose hearing is so impaired that they have problems understanding auditory information with or without a hearing aid or device are considered deaf. Without the ability to receive auditory communication, deaf persons must rely upon their eyes for signals which represent ideas. The greater the hearing loss, the more the individual must depend on visual cues. Students with hearing losses might rely on alternate communication systems, such as lip reading, sign language, or written language.

Teaching the deaf and hard-of-hearing. Providing a variety of communication methods is required when working with deaf or hearing impaired students. Some factors to keep in mind include:

A. Hearing aids have a limited range of pick up, so the student needs to be close to the speaker.
B. Develop experiences that require the student to use a variety of senses.
C. Seat student so that lips of all group members are visible during group activities (for lip reading).
D. Give student a brief written outline to follow when giving a lecture or showing a film or filmstrip. Written vocabulary lists and written notices of changes in class meeting times or special assignments are important.
E. Become familiar with and use sign language.
F. Obtain student's attention prior to explanation of a task by tapping lightly on the shoulder. Face student and articulate clearly when speaking.

Above all, be patient and sensitive to student needs and feelings. Recognize that the deaf student may speak too softly or loudly and that background noises need to be controlled or eliminated for those using hearing aids.

Speech impaired. Speech problems may include articulation problems, stuttering, impaired hearing, cleft palate, cerebral palsy, or voice problems. Some speech disorders, such as stuttering, occur in isolation. Other speech disorders are associated with handicaps such as deafness, mental retardation, or cerebral palsy. Speech is generally considered impaired when it "deviates so far from the speech of others that it calls attention to itself, interferes with communication, or causes the individual to be self-conscious or maladjusted."[19]

Deaf persons experience varying degrees of speech impairment, but they can learn to talk. However, speech and language skills are difficult for deaf persons to develop. Early treatment and special training can enable persons with severe hearing impairments to learn sufficient language skills to communicate.

Speech is the communication tool most used in relating to others. For this reason, a speech impairment can be a social handicap. If others respond unfavorably to a speech impairment, the student may be inhibited or withdrawn into a world of silence. The result may be impaired social development and a poor self-image.

Teaching the speech impaired. When teaching the speech impaired student, one should work closely with the speech therapist. It is also important to show a positive attitude toward the handicapping condition and provide undivided listening time. Teaching tips that may be effective include:

A. Allow student to speak at own pace.
B. Speak in a normal tone and level to the student.
C. Plan activities that require little oral response or recitation.
D. Encourage social development by use of group activities.
E. Plan experiences that provide for success and praise student to build positive self-esteem.

Visually impaired. The visually impaired student may have a vision loss ranging from slight impairment to complete loss of sight. The extent of the individual's impairment is influenced by the age of onset of visual loss, degree of loss, and cause of impairment.

Persons are considered visually impaired if they see no better from 20 feet what persons with normal vision see from 70 feet. The visually impaired require special aids or devices to read standard printed material. A person is designated legally blind when with the best correction, the person can see less from 20 feet than a person with normal vision can see from 200 feet, or when the field of vision is limited to a narrow angle of less than 20 degrees. Most blind students have some useable vision, but have problems such as cloudy, blurred, or double vision, spots, loss of side vision, or loss of central vision.

The social skills of a visually impaired student are often affected by the restricted ability to get around in the environment. In addition, emotional problems may develop as a result of negative attitudes of others.

Teaching the visually impaired. Teaching the blind or visually impaired requires making provisions for the student to receive messages. Opportunities for exploration of physical surroundings is important, and it is advisable not to change furniture arrangements. Techniques that will enhance teaching include:

A. Speak in a clear, direct, normal tone of voice. Verbalize activities going on in the classroom such as passing out papers or materials.
B. Describe all procedures during demonstrations.
C. Use verbal clarification when using the chalkboard or overhead projector.
D. Determine the sensory mode through which the student learns best. Utilize experiences which incorporate senses of sight, tactile, sound, and smell.

Encourage other students in acceptance of the visually impaired and allow them to be helpful, but not to do the handicapped student's work.

Emotionally disturbed. The student's behavior may be unacceptable for the student's age level. The behavior may interfere with the student's own growth and development as well as with the well being of others. Some emotionally disturbed students' growth and development is affected by their withdrawal from the environment. Other students cause disruptions around them by constant conflict.

Teaching the emotionally disturbed. Teaching the emotionally handicapped student requires the use of positive reinforcement. The student may function more effectively in a structured but flexible environment. Keep in mind the following:

A. Use a moderate pace and allow adequate time for completion of tasks.
B. Use verbal directions to reinforce written materials and use more visuals and demonstrations.
C. Set realistic behavior goals and reward acceptable behavior.
D. Provide for group interaction and reward accomplishments.
E. Provide privacy for student who loses composure.

Physically handicapped. The physically handicapped student has some degree of health or physical impairment that limits actions or mobility. Physically handicapped students have a special condition which may be caused by disease, may have existed at birth, or may be the result of amputation. The range of physical disabilities includes orthopedic impairments, neurological impairments, and other health impairments. Orthopedic impairments include paraplegia, quadriplegia, and amputations. Students may be missing limbs or portions of limbs which restrict mobility. Crutches, wheelchairs, and other essential equipment call attention to these disabilities for many orthopedically handicapped students. These students often encounter public reactions such as embarrassment, staring, or avoidance.

Physically handicapped persons are very conscious of their movement restrictions. Their frustration may be expressed in inappropriate social behavior. Such frustration may cause the individual to become verbally aggressive, blame other people, repress desires, withdraw into fantasy, degrade the original goal, act less mature, and compensate for the disability by shifting to different interests. These possibilities emphasize the impact the reactions of family, peers, and the public, as well as the student's own perception of the handicap, have on the student's progress, attitude, and success.

Teaching the physically handicapped. Various accommodations may be needed to make vocational home economics education classes accessible to physically handicapped students. Individual teachers can help make their class more accessible to physically handicapped students.

An *accommodation* (also called an adaptation) is a modification of a work place or the work itself which enables a physically handicapped student to perform. An accommodation can be as simple as wrapping a strip of foam around a pencil so that it is easier to grasp or as complex as using an electronic arm to reach objects. The best solution to a student's individual problem is often the result of the teachers' and/or student's ingenuity.

By looking first for the simplest, most natural solution, simple inexpensive accommodations are often found. Creative step-by-step approaches to problem-solving yield solutions which are readily available, cost-effective, flexible, and attractive. However, solutions should be re-evaluated periodically to be sure they continue to meet the student's needs.

Changes in placement of furniture and materials or controls are often helpful for handicapped students. Modifications can mean changes in classroom and laboratory facilities, designing flexible work areas, or purchasing standard equipment with a view to special needs and adaptations. Some of these changes may be as simple as raising a work table so that a wheelchair can fit under it. When equipment is ordered for a new foods lab, a range which has controls at the front will permit a student in a wheelchair to reach them.

Standard tools can be modified or assistive devices provided. Assistive devices use the principles of simple machines (lever, wheel, inclined plane) or mechanical power to aid or replace physical function. These devices can often be made from scrap materials or by using common equipment in new ways. Sometimes they can be borrowed from libraries, universities, or community health agencies. Assistive devices can also be purchased from rehabilitation supply catalogs. Some catalogs which do not specialize in rehabilitation contain equipment and/or devices useful to handicapped students.

Examples of these include an elbow-length oven mitt to protect the arm of a student who does not sense heat and a C-clamp which holds fabrics to the table while the student who uses only one hand measures and cuts it. Complex devices such as splints, hearing aids, and vision aids must be fitted by qualified professionals. Training in their use may be necessary.

Different movements can often be used to perform a task which the handicapped student cannot do in the usual way. Special education consultants may suggest that one body part or sense can be substituted for another. The student may have good ideas for approaching usual tasks in nontraditional ways. For instance, if one hand is weak, the student may be able to hold a bowl between his or her knees while mixing with a spoon. A sewing machine foot control can be placed on the table and operated with the elbow if needed.

Sometimes the best approach is to restructure the job for a handicapped student, much as rehabilitation counselors do in employment situations. Making an accommodation in job structure or design usually involves changing work schedules or job descriptions. For example, the student might need to send laundry

out instead of doing it at home, to learn ways to use convenience foods to save energy or to select self-help clothes for a child. Whatever the solutions, teachers need to observe carefully and consistently to make sure that the needs of the students are reflected.

Other health impaired. Students with severe or chronic health problems, such as epilepsy, cerebral palsy, hemophilia, spina bifida, cystic fibrosis or diabetes are classified as other health impaired. Many of these students have trouble keeping their bodies functioning normally. These physical impairments vary by degree of the impairment, the stability of the condition, and the length of time the individual has had the condition.

The extent of health impairment can vary greatly. Mild conditions may not be readily apparent. Moderate conditions may be very evident to teachers. Students born with a health impairment are more likely to have made satisfactory adjustments to the impairment than those who developed an impairment later in life. More recently impaired students usually have a more normally developed set of experiences and abilities. Researching the student's potential is vital to understanding the student's capabilities.

Teaching the other health impaired. Working with a health impaired student will require consultation with resource persons for a clear understanding of the specific health problems of the student. Plan for "ups and downs" in behavior and provide rest periods when possible. Other techniques include:

A. Accept the student and encourage classmates to show acceptance.
B. Plan instruction that allows success and encourage participation.
C. Allow time for completion of tasks and provide opportunities for make up work.
D. Alternate physical activity and quiet periods.
E. Assist student in development of a personal health plan.

Learning disabled. The learning disabled student is not mentally retarded, but slow in learning development. The student's weaker areas can be evened out with step-by-step, structured teaching. Such teaching uses more than one sense-tactile, visual, kinesthetic and auditory technique. This method of learning from all angles is effective for most students, but especially for learning disabled students.

These students achieve less than their potential. They are normal in most respects, but have definite disabilities in one or more areas of development. These areas may involve comprehension or the use of language. As a result, these students may exhibit difficulties in reading, spelling, writing, and mathematics.

Teaching the learning disabled. Adaptations for learning disabled students must be designed to fit each student's learning style. Learning disabled students need extra help with such concepts as spatial orientation, reading, listening, writing, speaking, instructions, motor tasks, and tactile discrimination. Most learning activities can be designed to allow for these.

Social awareness of learning disabled students is often affected by their comprehension and perception problems. These problems often cause these students to fail to sense things that others would notice right away. Perceptual problems may result in incomplete information about others, such as failure to correctly interpret body language. The student may talk too much or laugh too loudly. The student may be unaware of irritating personal habits such as squirminess or excessive movement. The student may have a poor self-image but have no idea why others display dislike. Because the student does not catch on to jokes, he or she may become the butt of ridicule. On the other hand, the student may see something amusing because the learning disability emphasizes the double meanings of some words. As activities are provided in a way that enables the learning disabled student to meet with success, some of the problems will fade into the background.

REFERENCE SECTION

AMENDMENT TO 19 TEXAS ADMINISTRATIVE CODE §75.195, *ALTERNATIVES TO SOCIAL PROMOTION*

§75.195 *Alternatives to Social Promotion*

(a) Local districts shall adopt policies delineating appropriate services and alternative programs relating to alternatives to social promotion for grades 1-8 and award of credit for grades 9-12. Such policies shall reflect requirements in §75.170 of this title (relating to School District Policy on Grading, Promotion, Retention, Remediation and Placement).

(b) Students shall be promoted from one grade to the next and awarded course credit on the basis of academic achievement as set forth in §75.193(a) of this title (relating to Grade Level Advancement and Course Credit) and in §75.192 (a), (b), and (c) of this title (relating to Promotion and Course Credit).

(c) Students in grades 1-6 who fail to meet the requirements for promotion in subsection (b) of this section shall be identified as at-risk. Students in grades 7-12 who are below the age of 21 years and who meet one or more of the following conditions shall be identified as at-risk.

(1) have not been promoted one or more times in grades one through six based on academic criteria established in subsections (a) and (b) of this section and continue to be unable to master the essential elements in the seventh or higher grade level;

(2) are two or more years below grade level in reading or mathematics;

(3) have failed at least two courses in one or more semesters and are not expected to graduate within four years of the time they entered the ninth grade; or

(4) have failed one or more of the reading, writing, or mathematics sections of the most recent TEAMS test beginning with the seventh grade.

(5) In addition to criteria outlined in this subsection, the district may consider the environmental, familial, economic, social, developmental and other psycho-social factors in determining services where such factor contributes to the student's inability to progress academically.

(d) At-risk students shall be provided academic options and services deemed appropriate by the district based upon its assessment of the student's needs. These options and services may include, but need not be limited to, alternative education program, retention, counseling, peer tutoring, and/or referral to other service providers. They shall be provided immediately to students identified as at-risk. Districts are encouraged to provide parents with suggestions for helping students at home. For students identified as at-risk, district procedures shall include the following components:

(1) assessment of each student's needs;

(2) determination of academic options, services and alternative programs delineated in local school district policies to be utilized for each student;

(3) notification to the parent or guardian of each student stating the primary conclusions of the assessment of such student's needs and the services or alternative program or programs in which such student is being placed. Such notification may be by registered letter with return receipt requested;

(4) ongoing evaluation of each student's academic progress including progress towards promotion or high school graduation and monitoring or intervention activities provided to ensure that students needs are addressed;

(5) grade report to parent which clearly specifies the functional level of each student; and

(6) provision for student to exit a program when appropriate.

(e) Students in grades 1-8 who have been retained or placed in alternative programs and who still fall two years or more below grade level in reading or mathematics or both shall be placed in an alternative program providing intensive remediation designed for rapid progress in language arts, reading and mathematics. Time and subject requirements for subjects other than language arts, reading and

mathematics as provided in §75.141 of this title (relating to Description of a Well-Balanced Elementary Curriculum) may be adjusted.

(f) No student shall be retained more than one time in grades 1-4 and more than one time in grades five through eight. In exceptional cases, with approval of a committee consisting of at least the student's teacher or teacher and two administrators, one of whom shall be assigned above the campus level, and the permission of the parent, a second retention within either grades 1-4 or grades 5-8 may be allowed.

(g) By September 1, 1988, each school district board of trustees shall have a plan in place designed to retain students in a school setting in grades 1-12.

AIDS EDUCATION IN THE CLASSROOM

The following paragraph is condensed from an address by Jon Brumley to participants in the Education for Self Responsibility Conference in Austin, Texas, in February 1987:

> Acquired Immune Deficiency Syndrome (AIDS) is discussed and feared across Texas, America, and the world. Not only is it feared emotionally, it is frightful financially. When all costs are considered on an individual basis, it costs ten times as much to treat AIDS as it does to treat cancer. By 1991 the total number of AIDS cases will have increased from 30,000 to 270,000 people and no known cure exists. By 1991 the annual medical costs to treat AIDS patients could be in excess of $16 billion and the cost to the life insurance industry may be in excess of $10 billion. By 1991 the combined direct cost is $26 billion and does not include the loss of earnings, productivity, or the emotional cost. How do we Texans relate to $26 billion? It is approximately five times the amount we need for new school facilities from now to 1996. How much of the $26 billion can we save by education? Very little, because of a four-year incubation period. But let AIDS spread uncontested and the $26 billion becomes $50 billion, $50 billion becomes $100 billion. It is time to fight. Education is the weapon—seize the moment.[20]

FUTURE HOMEMAKERS OF AMERICA, INC. ACTIVITIES FOR STUDENTS

Future Homemakers of America, Inc. (FHA/HERO) provides students with experiences they need to develop their full potential for living satisfying lives. These experiences benefit students in several ways:

A. Experiences contribute to the student's sense of accomplishment and pride.
B. Activities of the organization provide students opportunities to learn to work together.
C. Organization activities give students opportunities to learn from teachers on an informal basis.
D. The organization provides recreational and social activities that help students develop wholesome relationships with others and desirable social skills.
E. Adult sponsors can set examples which help students develop their own moral and ethical standards.
F. Participation in the organization helps students learn democratic principles.
G. Students learn to carry through on their own ideas and plans.
H. Students are provided opportunities to develop skills necessary to become leaders.
I. The organization provides opportunities for students to implement management techniques.

Through these experiences, the home economics student organization can help students develop a sense of identity, a positive self-concept, independence, self-control, healthy relationships with others, moral and ethical values, and democratic and citizenship skills.

Some students fail to participate in youth organizations. These students may feel that participation is too expensive or too exclusive. Membership may require more commitment than the student is willing to make. Several adaptations can enable the local chapter to develop the potential and talent of students. These adaptations should enable the students to try out ideas, find someone who will listen, permit mistakes without penalty, build on successes, and develop self-confidence.

Students should be made aware that the student organization is an important part of the vocational home economics education program. A variety of techniques can be used to motivate students to participate:

A. Convey a positive attitude toward the organization to the students.
B. Spend time in class describing the organization, utilizing visual aids, or speakers to motivate students to participate.
C. Inform parents of the purposes and value of the organization.
D. Utilize interested students in motivating other students to participate.
E. Give students the opportunity to participate in the organization's activities as quickly as possible.

EDUCATION FOR SELF-RESPONSIBILITY

The following material is condensed from an address by Dr. W.N. Kirby, Commissioner of Education, to the participants in the Education for Self-Responsibility Conference in Austin, Texas, in February 1987:

> In America today, too many people live as vagabonds and fugitives and convicts sentenced to lives of poverty and hard labor. But even sadder than the harshness of this sentence for those convicted of ignorance and misdirection is the sad probability that their mistakes will be passed on to their children. The only possibility that the future will be different for their children is for those young people to get a good education. A good education above all else teaches students how to be responsible.
>
> A good, well-rounded, properly balanced education must teach students more than how to read, write, and compute. When teachers teach students to read, they must also teach them to be discriminating in what they read. Students must value the power of positive thinking and good literature and not let their minds become mired in the negative. Teaching them to write means more than knowing how to string letters together, from which words for graffiti and obscenities are scrawled on the rest room walls. Teaching them to compute and master the complexities of mathematics means nothing if these skills are used to embezzle and steal the funds of others.
>
> A good, well-rounded education today should mean what it meant in the early days of America. Then, education meant more than learning basic skills. It meant learning how to be a responsible citizen who understood and practiced a life that discerned right from wrong. A good education means producing people who understand that life itself creates responsibilities.
>
> In this country, educators have become so concerned about keeping religion out of the classroom that they have neglected simple values like respect for authority, courtesy, and honesty. Teachers owe it to students to teach them these things and, no matter what the critics might say, that job cannot be done only in the home and the church. The schools and the community must also play a part.
>
> I want it perfectly clear that when I call for a return to the teaching of traditional values, I have no use for the abuse of the "values clarification" movement. Too often those exercises taught that there were no values. There were no rules other than those people decided for themselves. That is madness. There are

numerous great moral truths that have always existed and always will; today's students need to understand them.

I know that there are those who worry about the schools teaching sex education. If all that is taught in sex education is biology and physiology, then I share that concern. A little bit of knowledge is a dangerous thing! The first part of sex education ought to be a clear understanding of love and marriage and the sanctity of the family. Students need to know that love is first and foremost commitment and responsibility. It is not me and I and mine. Love always involves responsibility for someone else. Love is never merely for personal gratification. That is not love; that is lust. Students must be taught what love is and what it is not. Students in the "yes generation" must be taught how to say no, why to say no, and the consequences of not saying no! They must learn to respect themselves and that respect often requires saying no.

Today's students search for the limits. They are confused and disoriented when limits are not set. Teachers must teach students that the limits are where they have always been. The great moral truths of mankind never change. People can ignore them, but the truths are always there.

Ignorance always extracts a heavy price. Teachers must see that students are educated for self-responsibility. And teachings are for all students–boys and girls. For too long, women have carried more than their share of the moral conscience of America. Imparting knowledge and self-responsibility to girls while promoting "macho" Don Juan attitudes in boys is hypocrisy to the extreme.

Unfortunately, too many of our people want to take the ostrich's approach to their problems. Keep your heads buried in the sand and it will go away. If we don't talk about it, it doesn't exist. Many believe moral values should be taught only by the churches or only in the homes, but what about those who are never touched by the churches or those whose families refuse to meet their responsibilities? Can the American society afford to have vast numbers of children grow into irresponsible adults when our way of life is threatened by severe economic competition? All over the world, people will work longer and harder and cheaper than Americans. Unless the American people work smarter and are more productive than the rest of the world, our way of life will deteriorate. We can only work smarter if we have a better education system and that better education system has to begin with the production of self-responsible citizens who know right from wrong and are willing to stand tall for their beliefs.

SPECIAL PROGRAMS FOR PREGNANT AND PARENTING ADOLESCENTS

Many factors influence the types and numbers of objectives that are included in curriculum designed for pregnant and parenting adolescents. A major influencing factor is related to the length of enrollment time. Programs which serve only pregnant females prior to delivery and for a short period afterward obviously cannot include as many objectives as more comprehensive programs. Space and equipment in the various facilities may also limit or influence the curriculum. Other factors affecting the objectives include: support persons served, philosophy of the program, interagency cooperation, and the number of services that are offered such as health care, counseling, child care, transportation, and/or social services.

ENDNOTES

1 "Mission of Public Education in Texas." adopted by the State Board of Education, 1986

2 Rebecca Canning. *Education for Self-Responsibility Conference.* (Austin: Texas Education Agency, 23 Feb. 1987), p. 35.

3 Ibid., pp. 35-36.

4 Ibid., p. 36.

5 Ibid., p. 36.

6 Gloria E. Durr and Camille G. Bell. *Mainstreaming Strategies in Home Economics.* (Lubbock, Texas: Home Economics Curriculum Center, Texas Tech University, 1980), pp. 36-37.

7 Delva Daines. *Reading in the Content Areas.* (Glenview, Il: Scott Foresman & Co., 1982), pp. 8-9.

8 Ibid.

9 Thomas G. Devine. *Teaching Study Skills.* (Boston, MA: Allyn & Bacon, 1981).

10 Ibid.

11 Ibid.

12 Ibid., p. 48.

13 Milton Payne. *Using the Outdoors to Enrich the Teaching of Mathematics.* (Las Cruces, NM: Educational Resources Information Center, 1985).

14 Patsy Hallman. "Teaching Basic Academic Skills in Home Economics Classes." *Illinois Teacher.* (January/February 1988), pp. 123-125.

15 Judith Hetherly. *REACH.* (Austin: Texas Education Agency).

16 Jon Brumley. *Education for Self-Responsibility Conference.* (Austin: Texas Education Agency, 23 Feb. 1987), p. 14.

17 Ibid., p. 15.

18 Ibid., p. 16.

19 Durr and Bell, pp. 22.

20 Brumley, pp. 16-17.

ADDITIONAL INSTRUCTIONAL MATERIALS

These books are available from the Home Economics Curriculum Center, Texas Tech University, P.O. Box 4067, Lubbock, Texas, 79409-4067, (806) 742-3028.

Guide to Teaching
Essentials for Success: Based on the Common Essential Elements (Teacher/Student)
Pregnant and Parenting Adolescents: Alternatives for Developing School-Based Programs and Services
Single Parents: Managing the Dual Role of Homemaker and Wage Earner (Teacher/Student)
Consuming in the Eighties and Beyond (Student Activity Book)
Home and Career (Student Activity Book)
Employability (Student Activity Book)
The New Nutrition (Teacher and Student Books)
Males in Home Economics Classes
Microcomputers in Home Economics
Orientation: Special Needs
Star Event Guidebook (FHA/HERO)
Life Management Skills
Comprehensive Home Economics
Individual and Family Life
Parenting and Child Development
Advanced Child Development
Management
Consumer and Family Economics
Family and Individual Health
Families With Special Health Needs
Food Science and Nutrition
Advanced Food Science and Nutrition
Housing, Design, and Furnishing
Interior Design
Apparel
Textiles and Apparel Design
Assistance Services for the Elderly Series (3 Books)
Child Care and Guidance, Management, and Services Series (3 Books)
Food Production, Management, and Services Series (4 Books)
Apparel and Accessories (Teacher and Student Books)
Institutional and Home Management (Teacher and Student Books)
Clothing, Apparel, and Textiles Management, Production, and Services (Teacher and Student Books)
Home Furnishings and Equipment Management, Production, and Services (Teacher and Student Books)

Other instructional materials

Discovering Foods by Helen Kowtaluk, Peoria, IL: Bennett Publishing Co., 1982.(For below grade level student)
Discovering Nutrition by Helen Kowtaluk, Peoria, IL: Bennett Publishing Co., 1982.(For below grade level student)
"A Study to Determine the Relationship Between the Workplace and the Home" by Dr. Ginny Felstehausen.
"Critical Thinking" by Dr. Kim Kamin in Tips and Topics, Texas Tech University, Fall 1987.

Other sources for instructional materials

National Dairy Council
U.S. Government Printing Office
National Livestock and Meat Board
U.S. Department of Health and Human Services
U.S. Department of Agriculture
Food and Drug Administration
Internal Revenue Service
U.S. Department of Education
U.S. Department of Labor
Texas Education Agency
Texas Employment Commission
Social Security Administration
Local and State Departments of Health and Human Services

TEACHING ESSENTIAL ELEMENTS FOR VOCATIONAL EDUCATION

TAC 75.50
LIFE MANAGEMENT SKILLS

(b) Life management skills (1/2 unit) shall include the common essential elements in subsection (a) of this section with the exception of subsections (a) (2), (a) (3), and (a) (6) (D) through (6) (I) and shall include the following essential elements.

(1) Concepts and skills for successful living with peers, parents, family members, authority figures, and others. The student shall be provided opportunities to:

(A) determine personal strengths and abilities;
(B) describe methods for developing a positive self-image;
(C) describe factors influencing personality development and positive interpersonal relationships;
(D) identify methods of achieving satisfying interpersonal relationships with peers, parents, family members, authority figures, and others;
(E) point out techniques for resolving conflict;
(F) demonstrate techniques for assertiveness in managing peer pressure;
(G) describe decisions to be made as one assumes self-responsibility and implications for the future;
(H) relate individual needs to personality development; and
(I) apply principles of effective communication.

(2) Concepts and skills related to problem solving and acceptance of responsibility. The student shall be provided opportunities to:

(A) explain procedure for making decisions;
(B) summarize the effects of personal priorities, perceptions, and attitudes on decisions; and
(C) describe the relationship between decision making and assuming responsibility for behavior.

(3) Concepts and skills for achieving optimum personal health and appearance. The student shall be provided opportunities to:

(A) describe sources, impact, and techniques for managing stress;
(B) apply principles of good grooming;
(C) apply principles of good nutrition;
(D) relate good health practices to personal well-being and achievement; and
(E) summarize principles for selection and care of clothing.

(4) Concepts and skills related to successful management of human and nonhuman resources. The student shall be provided opportunities to:

(A) describe human and nonhuman resources;
(B) identify internal and external influences on resource management; and
(C) apply principles of successful management and conservation of resources.

(5) Concepts and skills related to parenting. The student shall be provided opportunities to:

(A) describe the responsibilities of parenting;
(B) describe the impact of parenthood on the individuals involved;

(C) explain factors influencing parent/child relationships; and
(D) summarize factors influencing the physical, social/emotional, and intellectual development of children.

(6) Concepts and skills related to career options and adjustments. The student shall be provided opportunities to:

(A) identify employment options in home economics careers;
(B) describe management practices facilitating individuals assuming multiple roles; and
(C) discuss demands and rewards in relation to personal and family life.

TAC 75.83
VOCATIONAL HOME ECONOMICS
COMMON ESSENTIAL ELEMENTS

(a) The elements in this subsection are common to all home economics courses unless otherwise indicated and shall be included in each course at the appropriate level. They are described here to preclude repetition in each course description. Every school offering home economics shall provide courses which include the following essential elements:

(1) Leadership concepts and skills. The student shall be provided opportunities to:

(A) demonstrate skills, characteristics, and responsibilities of leaders and effective group members;
(B) demonstrate a knowledge of parliamentary procedure principles;
(C) plan and conduct leadership activities; and
(D) prepare for effective citizenship and for participation in our democratic society.

(2) Concepts and skills related to successful employment and/or postsecondary training. The student shall be provided opportunities to:

(A) identify employment opportunities and preparation requirements in chosen field;
(B) identify effective methods to secure and terminate employment;
(C) demonstrate effective communication skills both oral and written and follow through on assigned tasks;
(D) demonstrate dependability and punctuality;
(E) demonstrate productive work habits and attitudes;
(F) understand the importance of taking pride in the quality of work performed;
(G) recognize the dignity in work;
(H) develop skills in planning and organizing work;
(I) apply required methods and sequences when performing tasks;
(J) apply principles of time management and work simplification when performing assigned tasks;
(K) identify ethical practices and responsibilities; and
(L) understand the importance of the application of organizational policies and procedures.

(3) Concepts and skills associated with entrepreneurship. The student shall be provided opportunities to:

(A) identify opportunities for business ownership;
(B) understand the risk and profit motive factor;

(C) understand the elements and advantages of the free enterprise system; and
(D) explain the role of small business in the free enterprise system.

(4) Concepts and skills related to safety and safe working conditions. The student shall be provided opportunities to identify and apply safe working practices to all training situations.

(5) Concepts and skills associated with human relations and personality development. The student shall be provided opportunities to:

(A) understand the importance of maintaining good health and proper appearance for effective job performance;
(B) understand oneself and others;
(C) exercise self-control;
(D) accept and use criticism;
(E) recognize basic human relationships as they relate to business success; and
(F) demonstrate characteristics for successful working relationships.

(6) Concepts and skills related to personal and business management. The student shall be provided opportunities to:

(A) explain how management assists in reaching personal and family goals;
(B) explain the management process;
(C) describe the role of management in controlling stress;
(D) identify and understand personal checking accounts;
(E) identify and understand personal loan application processes;
(F) identify and understand different financial institutions;
(G) identify the role and functions of business management;
(H) understand the lines of authority; and
(I) identify effective supervisory techniques.

(7) Concepts and skills related to career options and adjustments. The student shall be provided opportunities to:

(A) relate personal characteristics to the appropriate career(s) addressed within each home economics course;
(B) describe management practices facilitating individuals assuming multiple roles;
(C) discuss demands and rewards in relation to personal and family life; and
(D) demonstrate effective money management.

TAC 75.83
COMPREHENSIVE HOME ECONOMICS

(b) Comprehensive home economics (1/2-one unit) shall be a laboratory-oriented course and shall include the following essential elements:

(1) Concepts and skills related to family living. The student shall be provided opportunities to:

(A) apply techniques to develop self-awareness and skills for self-direction;

(B) describe the physical, social, emotional, and intellectual development of teenagers;
(C) analyze factors involved in socially responsible behavior;
(D) apply techniques which contribute to positive relationships with family, peers, authority figures, and others;
(E) apply strategies for managing peer pressure;
(F) describe the functions of the family in meeting personal and societal needs;
(G) relate personal commitment to family strength and well-being;
(H) describe rights and responsibilities of family members and families; and
(I) relate the effects of career choice on the family.

(2) Concepts and skills related to child development. The student shall be provided opportunities to:

(A) describe the basic needs of children;
(B) describe responsibilities of the caregiver in meeting developmental needs of children;
(C) explain various methods of management and guidance; and
(D) summarize forms of child abuse, their causes, and methods of control.

(3) Concepts and skills related to clothing and textiles. The student shall be provided opportunities to:

(A) describe the consumer aspects of apparel;
(B) apply decision making procedures in individual and family apparel choices;
(C) apply basic clothing construction and/or alteration techniques; and
(D) apply clothing care procedures.

(4) Concepts and skills related to housing for the family. The student shall be provided opportunities to:

(A) describe human and environmental influences on family housing needs;
(B) describe types and costs of housing;
(C) identify elements and principles of design;
(D) describe guidelines for use and care of home furnishings and equipment; and
(E) outline procedures for home maintenance tasks and safety.

(5) Concepts and skills related to the meaning and elements of management for daily living. The student shall be provided opportunities to:

(A) identify personal priorities, goals, and standards;
(B) distinguish between needs and wants;
(C) describe the steps of management;
(D) describe various types of resources and their responsible use;
(E) identify the decision making steps, influences, and implications;
(F) describe factors which influence family management practices; and
(G) analyze roles of family members and division of responsibilities.

(6) Concepts and skills related to individual consumer responsibilities. The student shall be provided opportunities to:

(A) summarize rights and responsibilities as a consumer;
(B) determine sources of income;

(C) develop a plan for managing income; and
(D) analyze influences on personal spending.

(7) Concepts and skills for managing food and nutrition for families and individuals. The student shall be provided opportunities to:

(A) analyze basic nutrition needs and results of dietary practices;
(B) relate sanitation and safety to food and nutrition;
(C) discuss etiquette and types of meal service;
(D) apply management techniques in planning and preparing simple meals; and
(E) outline consumer management techniques for food and nutrition.

(8) Concepts and skills related to personal and family health.The student shall be provided opportunities to:

(A) summarize ways to promote individual and family health;
(B) evaluate methods of meeting the safety needs of family members;
(C) explain factors affecting individual family health decisions; and
(D) relate personal achievement to one's health and that of family members.

TAC 75.83
INDIVIDUAL AND FAMILY LIFE

(c) Individual and family life (1/2 unit) shall include the following essential elements:

(1) Concepts and skills related to individuals and the family. The student shall be provided opportunities to:

(A) explain the basic functions of the family;
(B) outline rights and responsibilities of family members;
(C) analyze one's individual role as a family member;
(D) analyze the impact of change and technology on families; and
(E) describe the influence of culture and tradition on family life.

(2) Concepts and skills related to family life patterns. The student shall be provided opportunities to:

(A) describe various family structures;
(B) discuss characteristics contributing to family strengths;
(C) outline adjustments incurred by progression through the family life cycle;
(D) investigate the impact of the increasing population of older adults on family and society; and
(E) investigate laws related to the family.

(3) Concepts and skills related to adult roles. The student shall be provided opportunities to:

(A) summarize responsibilities of living as an independent adult;
(B) demonstrate communication and conflict resolution skills;
(C) determine decisions to be made in interpersonal relationships and implications for the future;
(D) analyze the impact of technology on interpersonal relationships;

(E) describe the impact of cultural background on interpersonal behavior;
(F) summarize effects of societal trends on interpersonal relationships;
(G) summarize factors affecting mate selection;
(H) discuss commitments involved in marriage; and
(I) describe adjustments and decisions involved in marriage.

(4) Concepts and skills related to management in family life. The student shall be provided opportunities to:

(A) apply procedures for meeting individual and family needs through resource management;
(B) analyze financial considerations related to the family life cycle;
(C) relate the use of community resources to family well-being;
(D) outline the roles and responsibilities of family members as managers and consumers;
(E) relate the use of leisure time to quality family life; and
(F) determine the interrelationship of the family institution and economic development.

(5) Concepts and skills related to parenting. The student shall be provided opportunities to:

(A) analyze factors affecting the decision to parent;
(B) determine components of responsible parenthood; and
(C) discuss distribution of parenting roles.

(6) Concepts and skills related to special concerns in the family. The student shall be provided opportunities to:

(A) discuss potential family problems and crises;
(B) describe methods of meeting special needs of family members;
(C) describe methods for preventing and coping with family problems and crises; and
(D) describe domestic violence, including causes, prevention, and coping resources.

TAC 75.83
PARENTING AND CHILD DEVELOPMENT

(d) Parenting and child development (1/2 unit) shall be a laboratory-oriented course and shall include the following essential elements:

(1) Concepts and skills related to the decision to parent. The student shall be provided opportunities to:

(A) summarize the responsibilities of human sexuality;
(B) project how one's present behavior impacts future goals;
(C) discuss the roles and responsibilities of parents at different stages of the family life cycle;
(D) identify considerations involved in family planning;
(E) analyze the impact of marital relationships on the children;
(F) discuss the effects of heredity and environment on the family; and
(G) relate the effects of life styles and cultures on parenting behavior.

(2) Concepts and skills related to child development. The student shall be provided opportunities to:

(A) summarize ways to promote optimum physical development of children;
(B) describe the emotional and social development of children and techniques for fostering such development;
(C) propose methods for developing intellectual abilities of children;
(D) identify characteristics of children at different ages;
(E) analyze the effects of play on the development of children;
(F) explain methods of guidance and discipline; and
(G) determine techniques to promote character development.

(3) Concepts and skills related to family relationships and child development. The student shall be provided opportunities to:

(A) describe methods of sharing parenting responsibilities;
(B) discuss the implications of parental employment on the family;
(C) point out the impacts of single parenting;
(D) discuss the implications of step parenting and adoptive parenting;
(E) discuss the implications of foster parenting;
(F) discuss ways to foster wholesome sibling relationships;
(G) discuss the roles and relationships of individuals in an extended family;
(H) analyze alternatives for child care; and
(I) outline local, state, and national resources focusing on children.

(4) Concepts and skills related to special parenting needs. The student shall be provided opportunities to:

(A) identify parenting behavior indicative of child abuse tendencies;
(B) point out parenting behaviors abusive to children; and
(C) explain ways to meet needs of children in crisis.

TAC 75.83
ADVANCED CHILD DEVELOPMENT

(e) Advanced child development (1/2 unit) shall be a laboratory-oriented course and shall include the following essential elements:

(1) Concepts and skills related to parenthood. The student shall be provided opportunities to:

(A) describe responsibilities of parenting;
(B) summarize the financial impact of children on the family;
(C) discuss social, emotional, intellectual, and physical factors related to parenting; and
(D) describe responsible behavior in prevention and control of disease.

(2) Concepts and skills related to prenatal and postnatal care. The student shall be provided opportunities to:

(A) describe the stages of prenatal and neonatal development;
(B) outline the impact of genetics, environment, and mother's health on prenatal development;

(C) identify neonatal care essential to the well-being of the child; and
(D) describe postnatal care essential to the well-being of the mother.

(3) Concepts and skills related to the development of children. The student shall be provided opportunities to:

(A) explain various theories and principles of growth and development;
(B) describe the interrelationships of the social, emotional, intellectual, physical, and moral development of the child;
(C) point out the practices which foster healthy social, emotional, intellectual, physical, and moral development;
(D) identify developmentally appropriate sex-related information for children of different ages;
(E) analyze the influence of role modeling on children; and
(F) point out the impact of parenting/caregiver practices on a child's self-esteem.

(4) Concepts and skills related to selection and use of appropriate child guidance techniques. The student shall be provided opportunities to:

(A) describe guidance methods and factors influencing their effectiveness; and
(B) assess society's role in protecting the rights of children.

(5) Concepts related to the social implications on the development of the child. The student shall be provided opportunities to:

(A) discuss the effects of parent/guardian employment on the well-being of the child;
(B) identify local, state, and national resources related to children; and
(C) discuss societal trends impacting children.

(6) Concepts and skills related to special needs. The student shall be provided opportunities to:

(A) describe methods for identifying children with special needs;
(B) evaluate methods for challenging gifted and talented children;
(C) summarize ways to care for and guide children with handicaps; and
(D) summarize forms, causes, effects, prevention, and treatment of child abuse.

TAC 75.83
CHILD CARE AND GUIDANCE, MANAGEMENT, AND SERVICES

(f) Child care and guidance, management, and services (two-three units) shall include the following essential elements:

(1) Concepts and skills related to the growth and development of children. The student shall be provided opportunities to:

(A) describe factors affecting the growth and development of young children;
(B) point out developmental differences in children of various ages; and
(C) demonstrate techniques to assist children in developing acceptable behavior patterns.

(2) Concepts and skills related to the care of children. The student shall be provided opportunities to:

(A) identify signs of child abuse;
(B) describe appropriate procedures for responding to suspected child abuse;
(C) plan ways to assist children in their adjustment to child care;
(D) describe guidelines for communicating with parents/guardians of children;
(E) evaluate nutritional value of snacks and/or meals;
(F) point out important considerations concerning children's clothing;
(G) demonstrate ways to assist children with clothing; and
(H) point out guidelines for assisting children with routine activities.

(3) Concepts and skills related to physical facilities (learning environment) for care of children. The student shall be provided opportunities to:

(A) summarize the need for proper climate control and lighting;
(B) analyze the components of a stimulating environment;
(C) apply principles for maintaining a safe and healthy environment; and
(D) apply housekeeping and maintenance at the child care setting.

(4) Concepts and skills related to child care providers. The student shall be provided opportunities to:

(A) apply procedures and policies in a child care setting;
(B) demonstrate appropriate teaching methods and skills;
(C) apply techniques for learning activities of children;
(D) point out appropriate techniques when working with children with special needs;
(E) apply classroom management and program planning techniques; and
(F) assist with management procedures in the child care setting.

TAC 75.83
MANAGEMENT

(g) Management (1/2 unit) shall include the following essential elements:

(1) Concepts and skills related to resources. The student shall be provided opportunities to:

(A) identify types of resources;
(B) explain the concept of resource scarcity;
(C) relate substitutions/trade-offs to utilization of resources; and
(D) apply procedures for conserving resources.

(2) Concepts and skills related to decision making. The student shall be provided opportunities to:

(A) describe the impact of technology on management techniques;
(B) determine sociological and psychological influences affecting decisions;
(C) explain the influence of personal priorities and goals on decision making;
(D) relate the influence of economic systems on decision making;
(E) explain the importance of accepting and sharing responsibilities for decisions; and
(F) apply the decision making process.

(3) Concepts and skills related to self management. The student shall be provided opportunities to:

(A) relate the effects of changing life styles on management roles; and
(B) summarize the effects of management on the quality of life.

(4) Concepts and skills related to time and energy management. The student shall be provided opportunities to:

(A) apply general principles of work simplification; and
(B) describe contracted services available to the family.

TAC 75.83
CONSUMER AND FAMILY ECONOMICS

(h) Consumer and family economics (1/2 unit) shall include the following essential elements:

(1) Concepts and skills related to family economics. The student shall be provided opportunities to:

(A) relate the family life cycle to family economics;
(B) analyze the relationship of family financial behavior and personal priorities and goals;
(C) relate the decision making process to financial planning;
(D) describe an effective spending plan and record keeping system; and
(E) relate personal spending patterns to external economic influences and outcomes.

(2) Concepts and skills related to consumers in the economy. The student shall be provided opportunities to:

(A) list characteristics of a free enterprise system;
(B) explain how the American market system functions;
(C) determine the role of competition and profit incentives in business;
(D) relate the business cycle to economic conditions; and
(E) explain the influence of international trade on the family.

(3) Concepts and skills related to the role of government. The student shall be provided opportunities to:

(A) describe the role of government in the American economy;
(B) identify local, state, and national government services and legislation affecting the family as consumers; and
(C) summarize the concept of opportunity costs in relation to tax responsibilities and government regulations.

(4) Concepts and skills related to consumer purchasing and assertiveness. The student shall be provided opportunities to:

(A) evaluate factors which influence consumer purchases of goods and services;
(B) identify guidelines for consumer purchasing;
(C) describe the rights and responsibilities of consumers; and
(D) outline ways to protect against fraudulent and deceptive practices.

(5) Concepts and skills related to obtaining income. The student shall be provided opportunities to:

(A) identify methods of and influences on obtaining income;
(B) analyze the psychological aspects of money;
(C) compare sources and cost of credit; and
(D) describe responsible use of credit.

(6) Concepts and skills related to protecting family economic security. The student shall be provided opportunities to:

(A) explain the functions, types, and services of financial institutions;
(B) identify saving and investment opportunities;
(C) relate insurance types to family needs; and
(D) explain the relationship between Social Security and family financial security.

TAC 75.83
FOOD SCIENCE AND NUTRITION

(i) Food science and nutrition (1/2 unit) shall be a laboratory-oriented course and include the following essential elements:

(1) Concepts and skills related to nutrition. The student shall be provided opportunities to:

(A) discuss the functions and sources of nutrients;
(B) analyze the relationship of digestion and metabolism to health;
(C) determine nutritional needs throughout the life cycle;
(D) assess long term effects of food choices on health;
(E) compare various guidelines for dietary planning;
(F) analyze nutritional adequacy of selected diets;
(G) relate food intake to individual and family health;
(H) evaluate nutrition information for reliability; and
(I) compare food fads, fallacies, and facts.

(2) Concepts and skills related to the cultural influence on food and nutrition. The student shall be provided opportunities to:

(A) compare cultural influences on individual and family food options; and
(B) analyze nutritional adequacy of diets representative of different cultures.

(3) Concepts and skills related to management. The student shall be provided opportunities to:

(A) apply principles of consumerism;
(B) apply management skills in meeting daily food needs;
(C) relate the effects of work space and equipment on meal preparation;
(D) apply safety and sanitation procedures in food preparation tasks;
(E) prepare nutritious meals appropriate for families and other groups; and
(F) plan nutritious diets to meet various budgetary needs.

(4) Concepts and skills relating food and nutrition to special needs. The student shall be provided opportunities to:

(A) compare special dietary needs caused by age and health conditions;
(B) contrast dietary needs related to sports and other activities;
(C) differentiate eating disorders, their effects, and treatment; and
(D) propose ways persons in self care such as children, elderly, and handicapped may meet nutritional needs.

TAC 75.83
ADVANCED FOOD SCIENCE AND NUTRITION

(j) Advanced food science and nutrition (1/2 unit) shall be a laboratory-oriented course and include the following essential elements:

(1) Concepts and skills related to the significance of nutrition. The student shall be provided opportunities to:

(A) analyze the influence of economics on obtaining adequate nutrition;
(B) relate the role of nutrition to the prevention and treatment of health problems;
(C) plan diets to meet special dietary needs;
(D) summarize methods for retaining nutrients in foods;
(E) assess the safety factors of various intentional and incidental food additives;
(F) determine factors affecting the world food supply;
(G) describe international organizations contributing to improved nutrition; and
(H) relate nutrition to international trade, governmental relations, and world progress.

(2) Concepts and skills related to food processing and marketing. The student shall be provided opportunities to:

(A) summarize the scientific and creative aspects of food processing and marketing;
(B) outline safety and sanitation considerations for food processing and packaging;
(C) assess methods for processing foods;
(D) analyze the impact of processing on product quality, nutrition, and taste; and
(E) discuss chemical reactions that occur during food processing.

(3) Concepts and skills related to food science and food products. The student shall be provided opportunities to:

(A) evaluate the quality of food products for compliance with established standards;
(B) determine the effect of various forms of ingredients on food products;
(C) determine the effect of various manipulative procedures on the quality of selected food products;
(D) determine the effect of various cooking utensils on food products;
(E) determine the effect of various temperatures on food products;
(F) evaluate the effect of various leavening agents on food products;
(G) analyze principles of protein, vitamin, and carbohydrate cookery;
(H) analyze factors which affect fat absorption when frying foods; and
(I) determine methods for making food products more nutritious.

(4) Concepts and skills related to foods and nutrition technology. The student shall be provided opportunities to:

(A) evaluate new forms and sources of foods and food products;
(B) summarize major research in nutrition and food science;
(C) discuss the effect of technology on food and nutrition and food supply, marketing, and distribution; and
(D) propose ways to disseminate and use reliable nutrition information.

TAC 75.83
FOOD PRODUCTION, MANAGEMENT, AND SERVICES

(k) Food production, management, and services (two-three units) course of study shall include the following essential elements:

(1) Concepts and skills related to managing food service business responsibilities. The student shall be provided opportunities to:

(A) demonstrate how to function effectively in routine operations;
(B) demonstrate interpersonal qualities which lead to job success in food service careers;
(C) demonstrate techniques for maintaining good client relationships; and
(D) apply organizational goals, policies, and procedures.

(2) Concepts and skills related to nutrition. The student shall be provided opportunities to:

(A) classify nutrients according to their sources and functions;
(B) determine food choices to meet special dietary needs; and
(C) relate food preparation and service techniques to retention of nutrients.

(3) Concepts and skills related to equipment, safety, and sanitation. The student shall be provided opportunities to:

(A) apply federal, state, and local sanitation codes for food service establishments;
(B) apply safety and sanitation techniques in food handling, preparation, service, storage, and cleanup;
(C) inventory food supplies, utensils, and equipment;
(D) use large and small food service equipment as appropriate for prescribed task; and
(E) demonstrate appropriate maintenance of food service equipment and tools.

(4) Concepts and skills related to achieving quality standards when preparing a variety of dishes and products. The student shall be provided opportunities to demonstrate procedures for preparing beverages, appetizers and garnishes, salads, main entrees, fruit and vegetable dishes, desserts, and breads.

(5) Concepts and skills for coordinating various phases of meal planning, preparation, and service to ensure customer satisfaction. The student shall be provided opportunities to:

(A) point out how various food combinations are aesthetically pleasing;

(B) demonstrate ways to assist other employees during emergencies or rush periods;
(C) utilize work schedule so tasks are completed at prescribed times;
(D) demonstrate portion control and food/beverage service techniques;
(E) demonstrate holding and storing techniques for prepared food;
(F) apply techniques for welcoming guests and overseeing customer satisfaction; and
(G) demonstrate techniques for serving customers.

(6) Concepts and skills for performance of various catering tasks. The student shall be provided opportunities to:

(A) outline procedures to follow in packing catering utensils and equipment for transport;
(B) describe techniques for transporting food to maintain quality; and
(C) describe the relationship between catering and in-house food preparation.

TAC 75.83
FAMILY AND INDIVIDUAL HEALTH

(l) Family/individual health (1/2 unit) shall include the following essential elements:

(1) Concepts and skills related to personal health and wellness. The student shall be provided opportunities to:

(A) analyze individual and family health decisions, influencing factors, and implications;
(B) outline principles of good personal health;
(C) describe stress, contributing factors, and effects of prolonged excess stress; and
(D) demonstrate stress management techniques.

(2) Concepts and skills related to family health. The student shall be provided opportunities to:

(A) explain principles of family health and safety;
(B) determine coping strategies for dealing with family health problems;
(C) identify local and state health resources;
(D) analyze ways to meet financial needs resulting from illness or accident; and
(E) determine home health emergencies, typical causes, and appropriate first aid procedures.

(3) Concepts and skills related to home health care. The student shall be provided opportunities to:

(A) describe methods of meeting social and psychological needs through home health care;
(B) explain the causes, symptoms, methods of transmission, and prevention of communicable diseases;
(C) describe procedures for providing home health care; and
(D) determine alternatives to home health care.

(4) Concepts and skills related to contemporary health issues. The student shall be provided opportunities to:

(A) describe behavior symptomatic of eating disorders;
(B) describe causes, prevention, and consequences of sexually transmitted diseases;

(C) explain the effects of substance abuse on the individual and family; and
(D) discuss forms and causes of domestic violence.

(5) Concepts and skills related to world health issues. The student shall be provided opportunities to:

(A) relate the impact of technology to individual and family health;
(B) identify major world health concerns; and
(C) describe the impact of health issues on individual, family, and the global society.

TAC 75.83
FAMILIES WITH SPECIAL HEALTH NEEDS

(m) Families with special health needs (1/2 unit) shall include the following essential elements:

(1) Concepts and skills related to family health needs. The student shall be provided opportunities to:

(A) identify special health needs of individuals;
(B) discuss the impact of special health needs on financial well being;
(C) discuss the impact of special health needs on the psychological health of the family; and
(D) relate societal values to the contributions and perceived worth of individuals with special health needs.

(2) Concepts and skills related to special health needs (including birth defects and disabilities/handicaps occurring later in life). The student shall be provided opportunities to:

(A) discuss special health conditions, their causes, and prevention;
(B) outline characteristics and care associated with special health conditions;
(C) identify the social and psychological effects of handicaps on individuals and their families;
(D) describe the impact of technology on the treatment and care of individuals with special health needs;
(E) describe health services and their acquisition;
(F) summarize laws related to the special needs population; and
(G) describe employment and training opportunities for individuals with special health needs.

(3) Concepts and skills related to aging. The student shall be provided opportunities to:

(A) describe the aging process;
(B) outline the physical and psychological needs of the aging individual;
(C) identify characteristics and care needed by aging individuals;
(D) describe employment and training opportunities for the elderly;
(E) contrast the role of the elderly, their status, and contributions in various cultures;
(F) describe services available for the elderly and how they can be evaluated;
(G) appraise the effects of laws related to health of the aging; and
(H) discuss considerations for planning and providing care for aging individuals.

(4) Concepts and skills related to family adjustment. The student shall be provided opportunities to:

(A) describe coping/adjustment strategies for individuals and families of the elderly and handicapped;
(B) discuss nutrition, clothing, housing, and health needs caused by emotional, intellectual, and/or physical impairments; and
(C) point out forms, causes, and preventive measures for abuse of elderly and handicapped family members.

TAC 75.83
SERVICES FOR THE ELDERLY

(n) Services for the elderly (two-three units) shall include the following essential elements:

(1) Concepts related to the aging process. The student shall be provided opportunities to:

(A) describe the aging process;
(B) identify characteristics and care needs of the elderly;
(C) contrast the role of the elderly, their status, and contributions in various cultures; and
(D) identify laws, trends, and issues affecting the elderly.

(2) Concepts and skills related to meeting social and psychological needs. The student shall be provided opportunities to:

(A) explain social needs and psychological needs of the elderly; and
(B) determine appropriate methods to meet the social and psychological needs of the elderly.

(3) Concepts and skills related to meeting physical needs. The student shall be provided opportunities to:

(A) identify the functions and sources of nutrients;
(B) explain the relationship of digestion and metabolism to health;
(C) plan diets to meet special needs;
(D) relate food preparation and service techniques to retention of nutrients;
(E) demonstrate knowledge of physical activities appropriate for the elderly;
(F) describe personal hygiene and grooming needs of the elderly; and
(G) determine strategies for facilitating self-help.

(4) Concepts and skills related to health care. The student shall be provided opportunities to:

(A) explain the causes, symptoms, transmission, and prevention of communicable diseases;
(B) contrast alternatives to home health care; and
(C) provide a safe and healthy environment for the elderly.

(5) Concepts and skills related to sanitation. The student shall be provided opportunities to:

(A) demonstrate housekeeping and maintenance skills associated with the care of the elderly;
(B) demonstrate procedures for handling clothing and linens;
(C) describe procedures for sanitizing items; and
(D) explain personal sanitation measures to prevent the spread of infection.

(6) Concepts and skills related to interaction on the job. The student shall be provided opportunities to:

(A) point out considerations affecting interaction with the elderly's family or responsible parties;
(B) demonstrate communication skills; and
(C) describe crisis management techniques for the elderly and for care providers.

TAC 75.83
APPAREL

(o) Apparel (1/2 unit) shall be a laboratory-oriented course and shall include the following essential elements:

(1) Concepts and skills affecting individual and family apparel decisions. The student shall be provided opportunities to:

(A) identify factors and resources affecting individual and family clothing decisions;
(B) describe social and cultural influences on apparel preferences;
(C) identify fashion trends and how they are determined;
(D) explain the impact of technology on apparel needs, material, and practices; and
(E) relate design elements to apparel design.

(2) Concepts and skills of apparel management. The student shall be provided opportunities to:

(A) apply principles of effective wardrobe planning;
(B) describe the influence of advertising on consumer apparel choices;
(C) identify labeling requirements for fabric and apparel;
(D) compare clothing-care products and equipment; and
(E) explain how life style changes affect apparel choices and management.

(3) Concepts and skills for selecting fabrics. The student shall be provided opportunities to:

(A) identify fiber and fabric characteristics; and
(B) relate textile characteristics, design, and finishes to specific uses.

(4) Concepts and skills for apparel construction. The student shall be provided opportunities to:

(A) demonstrate proper use and care of equipment, tools, and notions;
(B) apply basic pattern alteration techniques;
(C) demonstrate construction, pressing, and repair techniques; and
(D) apply principles for altering ready-made garments.

(5) Concepts related to the apparel industry. The student shall be provided opportunities to:

(A) compare sources of supply for apparel and fabric;
(B) describe various factors influencing the apparel industry; and
(C) describe interrelationship of the apparel industry and the national economy.

TAC 75.83
TEXTILES AND APPAREL DESIGN

(p) Textiles and apparel design (1/2 unit) shall be a laboratory-oriented course and shall include the following essential elements:

(1) Concepts related to fiber/fabric characteristics and textile development. The student shall be provided opportunities to:

(A) classify properties of fibers;
(B) analyze characteristics of natural and synthetic fibers;
(C) discuss methods of fabrication;
(D) describe fabric characteristics; and
(E) compare processes for dying, printing, and finishing.

(2) Concepts related to the textile and apparel design industries. The student shall be provided opportunities to:

(A) discuss the history of apparel design and manufacturing;
(B) relate the world economy to the textile and apparel design industries; and
(C) outline the organizational structure of an apparel manufacturing company.

(3) Concepts related to textile selection, use, and care. The student shall be provided opportunities to:

(A) summarize textile applications in domestic, business, and industry;
(B) analyze textile suitability for specific uses and validity of manufacture's claims; and
(C) determine care of textile products.

(4) Concepts and skills related to regulations upon textiles and apparel design industry. The student shall be provided opportunities to:

(A) identify federal legislation regulating fabric and fashion design;
(B) summarize how governmental agencies affect the textile and fashion industries;
(C) identify the assets and liabilities of finishes; and
(D) outline the effects of various environmental conditions on textiles.

(5) Concepts and skills related to design procedures. The student shall be provided opportunities to:

(A) identify tasks to be achieved in the design process;
(B) determine factors which enhance design;
(C) apply design elements and principles; and
(D) apply draping and flat pattern techniques.

(6) Concepts and skills related to costing and producing the final design product. The student shall be provided opportunities to:

(A) identify process for product completion;
(B) relate product design to construction requirements;

(C) describe product marketing procedures; and
(D) describe effect of technology on the textile and apparel industries.

TAC 75.83
APPAREL AND TEXTILES PRODUCTION, MANAGEMENT, AND SERVICES

(q) Apparel and textiles production, management, and services (two-three units) shall include the essential elements in this subsection. All courses shall include the essential elements in paragraphs (1) and (2) of this subsection. In addition, training programs emphasizing apparel and textiles production shall include the essential elements in paragraphs (3) - (5) of this subsection, training programs emphasizing apparel and textiles management and services shall include the essential elements in paragraphs (6) - (8) of this subsection, and training programs emphasizing apparel and textiles services shall include the essential elements in paragraphs (9) and (10) of this subsection.

(1) Concepts and skills related to managing apparel business and responsibilities. The student shall be provided opportunities to:

(A) demonstrate how to function effectively in routine operations;
(B) demonstrate interpersonal qualities which lead to job success in apparel and textiles industry;
(C) describe techniques for maintaining good customer relationships;
(D) demonstrate safety practices and sanitation procedures; and
(E) apply organizational goals, policies, and procedures.

(2) Concepts and skills related to identifying and describing apparel. The student shall be provided opportunities to:

(A) apply correct textiles and apparel terminology;
(B) identify textile characteristics and care; and
(C) relate textile characteristics to garment design, construction, alteration, and repair.

(3) Concepts and skills related to the production of clothing and accessories. The student shall be provided opportunities to:

(A) select fabrics and notions suitable for garment design;
(B) apply design elements when designing, constructing, or altering apparel;
(C) apply appropriate sewing and pressing techniques in garment construction; and
(D) apply safety procedures while operating equipment.

(4) Concepts and skills related to constructing custom-made garments. The student shall be provided opportunities to:

(A) apply appropriate procedures when measuring for custom garment;
(B) apply pattern alteration procedures to ensure custom fit of garment; and
(C) apply unit construction techniques.

(5) Concepts and skills related to garment alteration and repair. The student shall be provided opportunities to:

(A) describe considerations for fitting garments;
(B) demonstrate garment adjustments following alteration markings; and
(C) demonstrate appropriate garment repair techniques.

(6) Concepts and skills related to clothing and accessories. The student shall be provided opportunities to:

(A) apply design elements when designing, constructing, or altering apparel;
(B) identify signs of quality in clothing and accessories; and
(C) illustrate coordination of clothing and accessories for infants, children, or adults.

(7) Concepts and skills related to advertising and promotional activities. The student shall be provided opportunities to:

(A) apply marketing techniques when assisting with promotions and special events; and
(B) prepare fashion displays.

(8) Concepts and skills related to selection, storage, use, and care of sewing tools and equipment. The student shall be provided opportunities to:

(A) demonstrate safety practices while using and storing equipment;
(B) demonstrate appropriate use and care of sewing or pressing equipment; and
(C) demonstrate sewing, repairing, or pressing techniques.

(9) Concepts and skills related to garment alterations and repairs. The student shall be provided opportunities to:

(A) describe considerations for fitting garments;
(B) demonstrate garment adjustments following alteration markings; and
(C) demonstrate appropriate garment repair techniques.

(10) Concepts and skills related to commercial care of clothing. The student shall be provided opportunities to:

(A) demonstrate procedures to receive, mark, and identify laundry or dry cleaning;
(B) determine appropriate laundry and dry cleaning procedures;
(C) demonstrate safety and sanitary procedures while laundering, pressing, or dry cleaning;
(D) demonstrate commercial laundry or dry cleaning techniques; and
(E) demonstrate pressing procedures.

TAC 75.83
HOUSING, DESIGN, AND FURNISHINGS

(r) Housing, design, and furnishings (1/2 unit) shall be a laboratory-oriented course and shall include the following essential elements:

(1) Concepts and skills related to the societal aspects of housing. The student shall be provided opportunities to:

(A) determine the relationship of housing and the economy;
(B) determine the impact of population trends on housing; and
(C) discuss housing characteristics common to various cultures and locales.

(2) Concepts and skills related to family housing needs and selection. The student shall be provided opportunities to:

(A) discuss the impact of psychological, physiological, and social needs on housing decisions;
(B) compare housing alternatives;
(C) explain rights and responsibilities associated with housing;
(D) explain factors affecting housing choices;
(E) describe housing modifications necessary to accommodate the special needs of family members; and
(F) determine the impact of needs and wants on the cost of housing.

(3) Concepts and skills related to design of the home. The student shall be provided opportunities to:

(A) discuss considerations for site selection;
(B) describe basic construction and finishing considerations;
(C) identify architectural styles;
(D) illustrate furniture arrangement and space plans;
(E) apply elements and principles of design;
(F) relate design to the use of human and nonhuman resources; and
(G) explain effects of landscaping on design and conservation.

(4) Concepts and skills related to home safety. The student shall be provided opportunities to:

(A) relate housing conditions to health and safety;
(B) discuss the importance of home maintenance and safety; and
(C) describe housing features for family members with special needs.

(5) Concepts and skills related to futurist housing. The student shall be provided opportunities to:

(A) analyze the impact of technology on housing; and
(B) discuss future housing trends.

TAC 75.83
INTERIOR DESIGN

(s) Interior design (1/2 unit) shall be a laboratory-oriented course and shall include the following essential elements:

(1) Concepts and skills related to period styles of interiors. The student shall be provided opportunities to:

(A) point out characteristics of period styles; and
(B) describe the influence of period styles on interior design.

(2) Concepts and skills related to furniture and accessories. The student shall be provided opportunities to:

(A) describe aesthetic and functional aspects of furniture;
(B) identify role of accessories; and
(C) explain selection, use, and care of furniture and accessories.

(3) Concepts and skills related to surface treatments and lighting. The student shall be provided opportunities to:

(A) outline criteria for selection, use, and care of materials for walls, floors, ceilings, and window treatments;
(B) discuss the functions and principles of lighting; and
(C) identify lighting types and methods of control.

(4) Concepts and skills related to appliances and equipment. The student shall be provided opportunities to:

(A) identify the functional and aesthetic aspects of appliances and equipment;
(B) determine the process for selection; and
(C) describe the use and care of equipment.

(5) Concepts and skills related to use of design and space planning in homes and business settings. The student shall be provided opportunities to:

(A) apply elements and principles of design;
(B) relate user activities to space allocations and arrangement;
(C) identify functions of public, private, and service zones; and
(D) explain considerations for placement of furnishings.

(6) Concepts and skills related to occupant needs. The student shall be provided opportunities to:

(A) contrast design practices used to meet the occupant needs in homes and in business settings; and
(B) explain the effect of technology on interior design practices.

(7) Concepts and skills related to acquisition of professional service. The student shall be provided opportunities to:

(A) identify available design resources;
(B) identify responsibilities of the person providing interior design services; and
(C) determine costs and benefits of professional services.

TAC 75.83
HOUSING, HOME FURNISHINGS, AND EQUIPMENT MANAGEMENT, PRODUCTION, AND SERVICES

(t) Housing, home furnishings, and equipment management, production, and services (two-three units) shall include the essential elements in this subsection. All programs shall include the essential elements

in paragraph (1) of this subsection. In addition, training programs emphasizing home furnishings production shall include the essential elements in paragraphs (2) - (4) of this subsection, training programs emphasizing home furnishings management and services shall include the essential elements in paragraphs (5) - (8) of this subsection, and training programs emphasizing floral design shall include the essential elements in paragraphs (9) - (12) of this subsection.

(1) Concepts and skills related to managing housing and home furnishings business responsibilities. The student shall be provided opportunities to:

(A) demonstrate how to function effectively in routine procedures and practices related to specific businesses;
(B) demonstrate interpersonal qualities which lead to job success in home furnishings careers;
(C) demonstrate techniques for maintaining good client relationships;
(D) demonstrate safety practices and sanitation procedures;
(E) apply organizational goals, policies, and procedures; and
(F) apply correct terminology used in home furnishing industry.

(2) Concepts and skills related to identifying and describing material. The student shall be provided opportunities to:

(A) identify home furnishings material characteristics, use, and care; and
(B) relate characteristics of materials used in home furnishings to design and construction.

(3) Concepts and skills related to the production of home furnishings. The student shall be provided opportunities to:

(A) determine fabrics, accessories, and/or treatments suitable for product design and application;
(B) identify tools and equipment and their appropriate use and care;
(C) apply design elements to home furnishings design or construction; and
(D) apply appropriate techniques in product construction.

(4) Concepts and skills related to costing. The student shall be provided opportunities to:

(A) follow procedures for determining the cost of a product; and
(B) apply effective communication skills with client.

(5) Concepts and skills related to identifying and describing home furnishings. The student shall be provided opportunities to:

(A) identify characteristics, use, and care of home furnishings materials;
(B) describe guidelines for selecting home furnishings; and
(C) point out characteristics of good workmanship.

(6) Concepts and skills related to accessorizing. The student shall be provided opportunities to:

(A) identify the role of accessories;
(B) describe guidelines for selecting appropriate accessories; and
(C) relate trends and accessorizing to decorating costs.

(7) Concepts and skills related to coordinating home furnishings. The student shall be provided opportunities to:

(A) apply the elements and principles of design; and
(B) apply principles of home furnishings coordination.

(8) Concepts and skills related to advertising and promotional activities. The student shall be provided opportunities to:

(A) apply marketing techniques when assisting with promotions; and
(B) prepare floor displays.

(9) Concepts and skills related to floral service management. The student shall be provided opportunities to:

(A) identify management functions related to operation of floral services;
(B) contrast various ownership/management structures in the floral industry; and
(C) describe applications of technology in the floral industry.

(10) Concepts and skills related to client needs. The student shall be provided opportunities to:

(A) utilize work schedules so tasks are completed as prescribed;
(B) apply complaint resolution techniques;
(C) describe guidelines for assisting customers in selecting floral products; and
(D) demonstrate ways to estimate and verify product costs.

(11) Concepts and skills related to marketing strategies. The student shall be provided opportunities to:

(A) discuss the psychological and sociological aspects of flowers, foliage, and plants;
(B) discuss design trends and their effects on floral product use;
(C) discuss the impact of the economy on the floral industry;
(D) determine product marketing strategies; and
(E) prepare floral displays.

(12) Concepts and skills related to floral design. The student shall be provided opportunities to:

(A) identify characteristics, use, and care of composition materials;
(B) apply the elements and principles of design;
(C) demonstrate proper use and care of equipment;
(D) plan fresh and permanent floral arrangements suitable for specific purposes;
(E) describe guidelines for selecting floral products;
(F) demonstrate coordination of floral settings with giftware and props;
(G) explain procedures to control plant pests and diseases;
(H) apply procedures for proper packaging and delivery of floral products; and
(I) explain care procedures for live plants.

TAC 75.83
INSTITUTIONAL MAINTENANCE

(u) Institutional maintenance (one-three units) shall include the following essential elements:

(1) Concepts and skills related to managing institutional maintenance business responsibilities. The student shall be provided opportunities to:

(A) demonstrate how to function effectively in routine procedures and practices related to specific businesses;
(B) demonstrate interpersonal qualities which lead to job success in institutional maintenance careers;
(C) demonstrate techniques for maintaining good client relationships;
(D) apply effective communication skills; and
(E) apply organizational goals, policies, and procedures.

(2) Concepts and skills related to safety, sanitation, policies, and instruction. The student shall be provided opportunities to:

(A) apply policies and employer/supervisor instructions; and
(B) apply safety and sanitary procedures when performing assigned tasks.

(3) Concepts and skills related to institutional maintenance and housekeeping. The student shall be provided opportunities to:

(A) select equipment and supplies appropriate for assigned tasks;
(B) apply appropriate procedures while operating equipment and using tool and cleaning products;
(C) apply required methods and sequences when performing tasks;
(D) apply principles of time management and work simplification when performing assigned tasks;
(E) discuss disinfection techniques and appropriate uses; and
(F) apply recommended procedures for entering and exiting assigned cleaning area.

(4) Concepts and skills related to laundry services. The student shall be provided opportunities to:

(A) describe required procedures when performing laundry tasks;
(B) describe procedures for operating equipment;
(C) describe procedures for folding, storing, and handling linens and clothing; and
(D) describe procedures for routine linen repair.

TAC 75.83
HOSPITALITY SERVICES

(v) Hospitality services (two-three units) shall include the following essential elements:

(1) Concepts and skills related to hospitality services. The student shall be provided opportunities to:

(A) describe management functions related to property operation and support services;
(B) discuss a code of professional ethics for hospitality employees;

(C) contrast various ownership/management structures in the hospitality industry;
(D) demonstrate safety practices and emergency procedures; and
(E) describe applications of technology in the hospitality industry.

(2) Concepts and skills related to supportive services. The student shall be provided opportunities to:

(A) describe simple procedures for property maintenance and repair;
(B) identify procedures for purchasing equipment and supplies;
(C) describe property security procedures;
(D) discuss strategies for public relations and special promotions; and
(E) describe legal considerations of the hospitality industry, including guest, property, and employee liability.

(3) Concepts and skills related to the psychology of guests. The student shall be provided opportunities to:

(A) define the concept of guest/customer;
(B) discuss the needs of guests/customers; and
(C) apply techniques for complaint resolution and guest/customer service.

(4) Concepts and skills related to lodging operations. The student shall be provided opportunities to:

(A) identify front office procedures;
(B) explain typical departments and functions;
(C) select equipment and supplies appropriate for various housekeeping and laundry tasks;
(D) outline required methods and sequences to be used for performing housekeeping tasks;
(E) apply time and energy management techniques in performing housekeeping or laundry tasks;
(F) apply sanitation and disinfection techniques in performing housekeeping or laundry tasks;
(G) describe procedures for entering and exiting assigned cleaning area; and
(H) describe procedures for routine linen repair and maintenance.

(5) Concepts and skills related to food and beverage operations. The student shall be provided opportunities to:

(A) describe the sources and functions of nutrients;
(B) relate food preparation and service techniques to the retention of nutrients;
(C) demonstrate appropriate housekeeping procedures and sanitation standards;
(D) use appropriate large and small food service equipment for prescribed task;
(E) identify management principles related to food production and services;
(F) apply quantity food production techniques;
(G) demonstrate a variety of food presentation techniques; and
(H) demonstrate food server techniques.

TAC 75.83
HOME ECONOMICS CAREER CLUSTER

(w) Home economics career cluster(1/2-one unit) shall include the following essential elements:

(1) Concepts and skills related to career options. The student shall be provided opportunities to:

(A) identify personal priorities related to employment;
(B) describe ways personal health may influence employability;
(C) describe management practices facilitating individuals assuming multiple roles;
(D) describe employment considerations that influence career choices;
(E) explain how family life style affects career choices;
(F) describe community service experiences that contribute to employability; and
(G) discuss the contribution of work experience to employability.

(2) Concepts and skills related to home economics business operations. The student shall be provided opportunities to:

(A) analyze career opportunities related to home economics businesses;
(B) identify educational requirements for home economics business careers; and
(C) outline future trends in home economics business careers.

(3) Concepts and skills related to home economics education and communication. The student shall be provided opportunities to:

(A) analyze career opportunities related to home economics education and communication;
(B) identify educational requirements for careers in home economics education and communication; and
(C) outline future trends in home economics education and communication careers.

(4) Concepts and skills related to home economics human services. The student shall be provided opportunities to:

(A) analyze career opportunities related to home economics human services;
(B) identify educational requirements for home economics human service careers; and
(C) outline future trends in home economics human service careers.

(5) Concepts and skills related to home economics sciences and technology. The student shall be provided opportunities to:

(A) analyze career opportunities related to home economics sciences and technology;
(B) identify educational requirements for home economics science and technology careers; and
(C) outline future trends in home economics science and technology careers.

(6) Concepts and skills related to home economics arts. The student shall be provided opportunities to:

(A) analyze career opportunities related to home economics arts;
(B) identify educational requirements for home economics art careers; and
(C) outline future trends in home economics art careers.

(x) Instruction for students enrolled in VEH or CVAE shall be modified from the appropriate elements described in this section. In addition to the courses for job specific training described in this section, schools may offer home economics education for any of the occupations listed in this section or in other home economics subject matter areas justified by supply/demand data. Schools offering training in these occupations shall provide a program that provides concepts and skills associated with the specific occupation or cluster of occupations involved. The following may be offered:

(1) fashion design;
(2) PL/home economics production, management, and services;
(3) CVAE/home economics production, management, and services; and
(4) VEH/home economics production, management, and services.

VOCATIONAL HOME ECONOMICS EDUCATION
TAC 75.83

TAC 75.50
LIFE MANAGEMENT SKILLS
UNIT I

COMPETENCY (ESSENTIAL ELEMENT):

(b.1) *Concepts and skills for successful living with peers, parents, family members, authority figures, and others.*

SUB-COMPETENCIES:

(A) *Determine personal strengths and abilities.*

Have students unscramble the words Uniquely Me (QNEYLUUI EM). Define the word *unique* and give examples of meaning regarding personality. Lead a discussion about the following analogy: "People are like snowflakes—all are alike but yet very different." KEY QUESTIONS: What are some activities that you like to do? Who do you admire? What are some characteristics that you like to see in others? Why? CRITICAL QUESTIONS: How do you exhibit these same characteristics? How can positive characteristics be fostered?

(B) *Describe methods for developing a positive self-image.*

Write the words "Self Concept" vertically on the chalkboard. Have students write on a piece of paper a characteristic describing themselves beginning with each letter in the words self concept. Ask students to divide the list into two groups—negative and positive. Lead a discussion on how negative and positive self-concepts are developed.

(C) *Describe factors influencing personality development and positive interpersonal relationships.*

Have students select a teen idol—television, movie, music or other publicly visible teen—and list the personality characteristics known to the public. Make posters depicting the desirable personality traits of the teen idols selected. Also, lead a discussion about negative personality traits that have been noted in the public media. KEY QUESTIONS: How do these traits affect the idol's public image? Have some teen idols tried to correct public images by changing personality traits? How? What has been the result?

(D) *Identify methods of achieving satisfying interpersonal relationships with peers, parents, family members, authority figures, and others.*

Give each student a large paper circle. Instruct them to draw a small core circle in the center and list one or two best friends. Then draw a second larger circle and list close friends. List good friends in a larger third circle and casual friends in a fourth outer circle. Lead a discussion about reasons why we need friends in each circle. KEY QUESTIONS: Can a best friend be a best friend forever? Why or why not? Can a friendship continue even though two friends are no longer best friends? How do personal values influence what friends are included in each circle?

(E) *Point out techniques for resolving conflict.*

Instruct students to write a short essay. Have students describe a recent conflict that they have experienced. Ask students to include an analysis of the conflict using the discussion questions used in the role play experience. Was a solution found? Why or why not? Evaluate essays on the basis of effective written communication and content.[B]

(F) *Demonstrate techniques for assertiveness in managing peer pressure.*

Lead students in a brainstorming/discussion session to list and discuss strategies teens can use in saying *no* to peer pressure and to behave in ways contrary to the values of the teen. Include the following: avoid making excuses, simply state your decision; use effective body language to communicate your firm decision; avoid arguments and angry responses; make an alternative

---

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

suggestion of what to do, wear, etc.; avoid contact with the pressure person or group and/or use humor to deal with the situation.

(G) *Describe decisions to be made as one assumes self-responsibility and implications for the future.*
Refer to Unit II (C).

(H) *Relate individual needs to personality development.*
Assign a reading on Maslow's Needs Theory. Using the word puzzle in Teaching Aid 1, Word Puzzle: Hierarchy of Needs, have students complete the puzzle. Using Teaching Aid 2, Pyramid of Human Needs, have students define each level of needs and write the definition of each category of needs, giving several examples of each.[B]

(I) *Apply principles of effective communication.*
Divide class into groups. Ask each group to select a setting such as classroom, dating, family, or school activity and devise a list of communication problems that could exist. Each group should also devise ways to avoid or correct communications that could exist.

TAC 75.50
LIFE MANAGEMENT SKILLS
UNIT II

COMPETENCY (ESSENTIAL ELEMENT):

(b.2) *Concepts and skills related to problem solving and acceptance of responsibility.*

SUB-COMPETENCIES:

(A) *Explain procedures for making decisions.*
Introduce the steps in decision-making to the class. Have students read textbooks or other references dealing with the decision making process. KEY QUESTIONS: Do the references agree on the number of steps for making decisions? What similarities and/or differences were found?[B]

(B) *Summarize the effects of personal priorities, perceptions, and attitudes on decisions.*
Ask students to define the term *prejudice*. Lead a discussion about how prejudices might affect decision making. Have students suggest how the following prejudices might affect decisions:

1) A father who thinks all males with long hair are bad influences on his son
2) A teen who feels all teachers cannot be trusted
3) A teen who thinks all parents are too strict

KEY QUESTION: What are some other prejudices which might affect decision making?

(C) *Describe the relationship between decision making and assuming responsibility for behavior.*
Ask students to plan and participate in a community services project using the decision-making process. KEY QUESTIONS: How much time and energy will be required? Is the project worthwhile? Who will benefit from the project? How will you feel about yourself after the project?

TAC 75.50
LIFE MANAGEMENT SKILLS
UNIT III

COMPETENCY (ESSENTIAL ELEMENT):

(b.3) *Concepts and skills for achieving optimum personal health and appearance.*

SUB-COMPETENCIES:

(A) *Describe sources, impact, and techniques for managing stress.*
Assign students to choose and write a report on one of the following topics: anorexia nervosa, bulimia, child abuse, spouse abuse, teen suicide. Have students explain their topic and how it relates to stress. On the day the papers are due, discuss the reports in class. KEY QUESTIONS: What kinds of stress have been related to eating disorders? to child abuse? to spouse abuse? to teen suicide? CRITICAL QUESTION: How can stress felt by people affect others living around them?[B]

(B) *Apply principles of good grooming.*
Invite a dentist or dental hygienist to discuss dental care and demonstrate appropriate dental care techniques such as brushing and flossing. Have students prepare questions in advance. KEY QUESTIONS: What are the components of daily dental care? Why is brushing important? flossing? What is the correct method for flossing? brushing? How often should teeth be cleaned? examined by a dentist?

(C) *Apply principles of good nutrition.*
Develop a work sheet which consists of a simple typical daily menu with serving sizes of a teenager. Have students in small groups use a table of RDAs to estimate how many units of each major nutrient are met in the total day's intake. Students should be encouraged to do the computations necessary to determine the totals. Help the students examine the nutritional adequacy of the day's menu.[B]

(D) *Relate good health practices to personal well-being and achievement.*
Assign students to read selected references on the body's need for adequate rest. Lead a discussion about this information in class. KEY QUESTIONS: How much rest does the body need daily? What are the health benefits of adequate rest? What health problems are associated with inadequate rest?[B]

(E) *Summarize principles for selection and care of clothing.*
Introduce students to the idea of selecting clothing according to physical characteristics by showing students two cardboard figures representing a very tall and a very short person. Lead a discussion about how size might affect their clothing needs and choices. Then instruct students to read from their text about choosing clothing to meet needs of various body types. After reading is completed, select positive illustrations from clothing worn by class members to reinforce the concepts related to the physique and clothing.[B]

TAC 75.50
LIFE MANAGEMENT SKILLS
UNIT IV

COMPETENCY (ESSENTIAL ELEMENT):

(b.4) *Concepts and skills related to successful management of human and nonhuman resources.*

SUB-COMPETENCIES:

(A) *Describe human and nonhuman resources.*
Have students list the kinds of human resources that are available to them. Students can compare and discuss the items on their lists of resources. KEY QUESTIONS: What resources are available to everyone? Which resources are limited? Which resources can be expanded? How is the resource of time unique?

(B) *Identify internal and external influences on resource management.*
Lead a class discussion on the internal and external influences on resource management. Point out that external influences are outside of a person's control, caused by actions of others or from the factors of nature. Explain that internal influences are changes that the individual wants to make and are based on his/her own decisions. Explain the difference between solution (an action the individual takes to deal with or to eliminate a problem) and decision (the choices an individual makes to reach a goal or to deal with an existing situation).

(C) *Apply principles of successful management and conservation of resources.*
Divide students into groups. Have each group select a different energy source. Each group should find and read resources concerning conservation efforts related to their selected energy source. Examples of new trends that should be researched are as follows: geothermal energy (energy derived from steam or hot water from beneath the earth's surface), tax incentives for energy conservation, garbage burning plants, coal gasification plants, solar power (energy derived from

the sun), hydroelectric energy (energy derived from the nation's waterways), and nuclear power. Have students elect a group spokesperson to report findings to the class.[B]

TAC 75.50
LIFE MANAGEMENT SKILLS
UNIT V

COMPETENCY (ESSENTIAL ELEMENT):

(b.5) *Concepts and skills related to parenting.*

SUB-COMPETENCIES:

(A) *Describe the responsibilities of parenting.*

Assign a reading on the basic responsibilities of parenthood that includes information in the following areas: physical, emotional, social, education, economic needs of children; developing a nurturing, protective environment for growth, and protecting rights of the child. Lead class in a discussion about the importance of choosing parenthood and the effects upon children and parents of not planning when to become a parent.[B]

(B) *Describe the impact of parenthood on the individuals involved.*

In a class discussion, have students develop a list titled "Parenting Myths." Include items such as anybody can be a parent, parenting doesn't require any educational preparation, parenting is all fun, and children are always cute and sweet. Have students develop a counter list titled "Parenting Responsibilities." Lead a discussion about the fact that being a good parent is based on having some knowledge and experience with children and in the parenting role.

(C) *Explain factors influencing parent/child relationships.*

Show students a film about the problem of child abuse in our society. Have students develop a list of signs of abuse and neglect of children. Also, develop a list of signs of an abusing or neglectful parent. Lead a discussion about the responsibility of reporting child abuse to the proper authorities.

(D) *Summarize factors influencing the physical, social/emotional, and intellectual development of children.*

Provide pamphlets, books, magazines, or other references that provide information about daily routines important in a child's development. Summarize importance of basic health routines including cleanliness, sleep, rest, and bathroom training. Lead students in a discussion about how basic health habits are learned and ways caregivers can encourage children to develop good daily health routines.

TAC 75.50
LIFE MANAGEMENT SKILLS
UNIT VI

COMPETENCY (ESSENTIAL ELEMENT):

(b.6) *Concepts and skills related to career options and adjustments.*

SUB-COMPETENCIES:

(A) *Relate personal characteristics to the appropriate career(s) addressed within each home economics course.*

Have students survey the community to identify the types of human services occupations available. Information may be obtained from city directories, telephone books, observing the community and its businesses and operations, etc. Students should report findings. Evaluate reports on the basis of content and effective communication skills. KEY QUESTIONS: What occupations are available locally? Where could you receive entry-level work or volunteer experience in human services locally? What opportunities are available?[B]

(B) *Describe management practices facilitating individuals assuming multiple roles.*
Ask students to give short responses, either verbal or written, on how the following abilities can affect productivity of job and home responsibilities: numerical ability (working with numbers accurately), reasoning ability (solving problems in a sensible way), verbal ability (expressing oneself and understanding ideas expressed in words), word fluency (writing and talking easily), the ability to follow directions and to organize activities, record keeping ability and a willingness to work. Lead a discussion about how these skills are helpful in any career, on the job, and with home responsibilities.[B]

(C) *Discuss demands and rewards in relation to personal and family life.*
Invite a local employer to speak about benefits currently offered in many businesses and intrinsic rewards of work. Ask the speaker to describe current trends in employment benefits. KEY QUESTIONS: Why are benefit packages offered by employers changing today? Why do businesses or employers offer benefits of employment to employees? What is the worth of these benefits? Are these benefits important to consider along with wages? Why? Why are intrinsic rewards important to consider when selecting a job or at other times in a person's employment lifetime?

TAC 75.83
COMPREHENSIVE HOME ECONOMICS
CAREER OPTIONS AND ADJUSTMENTS

COMPETENCY (ESSENTIAL ELEMENT):

(a.7) *Identify concepts and skills related to career options and adjustments.*
NOTE: The occupational areas addressed in this section of the Comprehensive Home Economics course are those which are related to the subject matter areas which have been taught within a given semester. Those areas are family life, child development, apparel, and housing.

SUB-COMPETENCIES:

(A) *Relate personal characteristics to the appropriate career(s) addressed within each home economics course.*
Define the term *career ladder.* Ask students to develop a career ladder of family life/services, child development/care, apparel or housing and home furnishings related occupations which include career levels, job titles, duties, and minimum qualifications. Share work with the class. KEY QUESTION: Does experience or training allow one to enter the ladder in a higher position?

(B) *Describe management practices facilitating individuals assuming multiple roles.*
Divide students into groups. Have groups develop role plays that depict possible problems and their solutions concerning home management and child-care problems that could arise because of employment outside the home. Following each group's presentation, obtain feedback from other class members as to whether they agree with the group's solution and their suggestions for other possible solutions.

(C) *Discuss demands and rewards in relation to personal and family life.*
Assign readings and reports to the class on articles in periodicals, such as *Business Week*, related to the emerging employment trends of job sharing and flextime jobs. Following the reports, lead a class discussion on the rewards and demands of these types of employment. Include examples, such as job sharing and flextime employment. Evaluate students on communication skills and content of reports.

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

(D) *Demonstrate effective money management.*
Have students study references and interview parents and/or other home owners to discover factors related to the operation and maintenance of housing. Estimate the costs related to these factors in various types of housing. Lead students in a discussion about how the proper use and care of the home, its furnishings, and equipment will reduce the maintenance and repair costs.

TAC 75.83
COMPREHENSIVE HOME ECONOMICS
UNIT I

COMPETENCY (ESSENTIAL ELEMENT):

(b.1) *Concepts and skills related to family living.*

SUB-COMPETENCIES:

(A) *Apply techniques to develop self-awareness and skills for self-direction.*
Assign a reading on the development of self-esteem. The reading should include influences on the development of self-esteem; benefits of a positive self-concept and high self-esteem; and the relationship of a healthy self-concept to success in relationships with friends and family. KEY QUESTIONS: What are some characteristics of persons with high self-esteem? Why is it important to work toward a positive self-esteem?

(B) *Describe the physical, social, emotional, and intellectual development of teenagers.*
Divide class into small groups, and ask each group to list ways teens feel adults tend to treat them as children and also ways they feel adults treat them as adults. List corresponding responses of students to being treated as a child in some instances and as an adult in other instances. Share group responses and develop positive strategies of behavior for adolescents to use when feeling confusion about ways to react.

(C) *Analyze factors involved in socially responsible behavior.*
Have students make a list of all the mature behaviors and all the immature behaviors that they have seen teens exhibit recently. In a short paragraph, ask students to analyze their personal behaviors discussing situations in which they find it easy to be mature and those in which they find it difficult.[B]

(D) *Apply techniques which contribute to positive relationships with family, peers, authority figures, and others.*
Ask students to write a story about the development of a friendship between two people. Include a description of how the friendship developed, how it was maintained and the benefits received by both persons. The story can be about a friendship between persons of the same sex, or persons of opposite sexes; about persons with similar ages or different ages; about a friendship between parent and child; or between husband and wife. Ask for volunteers to read stories aloud to the class to discuss how the friendship affected both persons involved.[B]

(E) *Apply strategies for managing peer pressure.*
As a class project or an FHA/HERO activity, select one problem area of behavior for teens in your community and plan an open forum for teens during a lunch hour, after school, or in the evening. Invite a parent, minister, counselor, psychologist, or other community resource person to conduct a talk show format session dealing with questions related to the problem and effects upon teens, families, and the community.[C]

(F) *Describe the functions of the family in meeting personal and societal needs.*
Establish a class definition of *family* and the meaning of *function.* Brainstorm what functions the family has in the society. Present a short lecture on the meaning of the following functions of family: protection, economic, procreative, nurturance, recreation, love and affection. Have students create a class mural depicting examples of ways families function. Discuss the meaning of

function as related to families of different cultures, families of today vs. families of yesterday, and some problems families face in providing the support needed in each area.

(G) *Relate personal commitment to family strength and well-being.*
Divide students into small groups and ask each group to develop and present skits showing examples of effective communication, poor communication, and no communication in the family setting. Students may use television programs, books, magazines, movies, or real life situations as references. Analyze skits pointing out actions positively or negatively affecting communication. Examples include listening, loss of temper, leaving the room, and paying attention to both verbal and non-verbal behaviors.

(H) *Describe rights and responsibilities of family members and families.*
Show several short scenes taped from television family sitcoms that illustrate the role of family in socialization of family members. KEY QUESTIONS: What is the difference between socialization and socializing? How did families in the scenes help individual family members learn to socialize? How does socialization of family members contribute to order in our society? What are consequences to society when families do not prepare family members to accept the mores of the community and society? What are the effects upon the family when family members do not accept the social norms expected of contributing members of society?

(I) *Relate the effects of career choice on the family.*
Assign a reading on employee oriented support systems that are supportive of working parents. Information should include flexible work times, job sharing, compressed work weeks, employee benefits, child care services, parental leaves, limited transfers. Discuss how these support systems can be supportive of maintaining family stability. Give examples of businesses in the community that provide some of these support services for employees.[B] [C]

TAC 75.83
COMPREHENSIVE HOME ECONOMICS
UNIT II

COMPETENCY (ESSENTIAL ELEMENT):

(b.2) *Concepts and skills related to child development.*

SUB-COMPETENCIES:

(A) *Describe the basic needs of children.*
Assign readings from books, pamphlets, or magazines on important health habits for young children including toileting, bathing, eating, sleeping, dressing, grooming, tooth care, and exercise. KEY QUESTIONS: Why are these habits important for children? adolescents? adults? Why is it important to establish good health habits as a young child?[B]

(B) *Describe responsibilities of the caregiver in meeting developmental needs of children.*
Divide students into small groups to devise appropriate activities for children of varying ages to help them develop control of large and small muscles. Examples of activities to devise might include building structures with blocks, marching to music, doing finger plays, playing with a ball, throwing a bean bag, using crayons, pencils, or paint brush, cutting with scissors and pasting, using hammer and saw, pouring from pitcher, jumping rope, buttoning garments, riding tricycle or bicycle, and others. Students should explain how the activities contribute to the physical/motor skill development of the child and ages at which the activities would be most appropriate.

(C) *Explain various methods of management and guidance.*
Ask students to relate instances of adults providing guidance for young children that they have observed in public places. KEY QUESTIONS: What were the results of the actions taken to guide or direct child behaviors? Why was the child behaving in an unacceptable manner? What other forms of guidance could have been used?

(D) *Summarize forms of child abuse, their causes, and methods of control.*
Assign a reading or show a film/filmstrip that gives information about the problem of child abuse in American families. The information should include: definitions of types of child abuse, description of the problem among families, legal responsibilities regarding reporting child abuse, and community resources for families experiencing this problem. KEY QUESTIONS: What is the definition of child abuse and neglect? physical abuse and neglect? emotional abuse and neglect? sexual abuse? Is there a typical child abusing family? Is child abuse more typical among some families than others? What are signs of abuse and neglect among children? among parents or adults who abuse children? Who is responsible for reporting child abuse?[B] [C]

TAC 75.83
COMPREHENSIVE HOME ECONOMICS
UNIT III

COMPETENCY (ESSENTIAL ELEMENT):

(b.3) *Concepts and skills related to clothing and textiles.*

SUB-COMPETENCIES:

(A) *Describe the consumer aspects of apparel.*
Exhibit a table of information sources for apparel shoppers. Show newspaper and magazine ads, labels, hang tags, a mini-window display, and a TV Guide. Ask students to view the exhibit and write on a notepad all the types of information they can find among the items on the display table. KEY QUESTIONS: What information is available for serious shoppers? How may information be used? What information is needed? Is all information reliable?

(B) *Apply decision making procedures in individual and family apparel choices.*
Divide students into small groups and assign each group a problem to solve using the decision making process. After the processes are completed, ask students to evaluate their group's ability to use the process. Post the steps in the decision making process in a prominent place in the classroom.[C]

(C) *Apply basic clothing construction and/or alteration techniques.*
Using actual patterns and pattern books, show patterns with different degrees of difficulty. Differentiate between the easy and difficult patterns by pointing out the characteristics that make a pattern easy or difficult. On a bulletin board, poster or collage display patterns suitable for the class project. Have students select their pattern from among the choices.

(D) *Apply clothing care procedures.*
Ask students to read from their text about laundry of clothing. Lead a discussion of major points. Illustrate the help one may get from care labels in making clothing care decisions. Demonstrate the sorting of clothing for laundry. Have students reflect personal experiences regarding cleaning clothes improperly. KEY QUESTIONS: Why should clothes be sorted by color? by fabric? by soil? Why should delicate items be separated from heavy clothes?[B]

TAC 75.83
COMPREHENSIVE HOME ECONOMICS
UNIT IV

COMPETENCY (ESSENTIAL ELEMENT):

(b.4) *Concepts and skills related to housing for the family.*

SUB-COMPETENCIES:

(A) *Describe human and environmental influences on family housing needs.*
Obtain maps of the city or community for the students. Display the map in the classroom. Have students identify locations of schools, churches, recreational facilities, shops, etc. Indicate factors

in the environment which have influenced the location and space for such facilities and for the housing in the neighborhood.

(B) *Describe types and costs of housing.*

Read or provide copies of the following case studies about the amount to spend on housing:

1) Anna and Jesse are young, healthy, and ambitious. They both have secure jobs and plan to stay in the area. Anna's income is $11,520 per year and Jesse's income is $14,550 per year. What price range of home can they consider?
2) Michelle and Jim Nelson are now renting an unfurnished apartment for $295.00 per month. They pay their own bills. They do not want to substantially change the amount they budget for housing. How much can they spend on a home?
3) Mary Valdez brings home $180.00 weekly. How much can she safely budget for housing costs?[B]

(C) *Identify elements and principles of design.*

Illustrate how texture adds variety and interest to fabrics, coverings, and furnishings. Collect various textured materials of the same color. Include samples that look shiny, rough, smooth, dull, firm, light, and heavy. Have the students discuss how the projections of a rough surface tend to cast a shadow in certain light and make the color appear darker. KEY QUESTIONS: How does the same piece of furniture look entirely different when upholstered in the same color in a damask, homespun, or a chintz fabric. Are all textures compatible? Why?

(D) *Describe guidelines for use and care of home furnishings and equipment.*

Using a chalkboard/transparency have students brainstorm to name and list basic home furnishings and equipment needed for a first home. Have students use catalogs to identify price ranges for the basic furnishings and equipment listed. Develop a work sheet for recording prices. Discuss factors that may affect the life expectancy of various items of furnishings and equipment. KEY QUESTIONS: How can an understanding of the financial aspects of selecting furnishings and equipment contribute to wiser use of money and increased satisfaction with purchases? What are the advantages and disadvantages of buying home furnishings and equipment secondhand at garage sales and flea markets, or using discards of relatives and friends?[B] [C]

(E) *Outline procedures for home maintenance tasks and safety.*

Have each student divide a sheet of paper into three parts with headings labeled daily, weekly and occasional home maintenance tasks. Allow five minutes for them to list household tasks in each column. Then, have students identify the person responsible for the tasks. Discuss as an entire class the following KEY QUESTIONS: Are the responsibilities shared? If so, how? Does everyone in the household have responsibilities? What are some of the consequences of sharing responsibility for the home maintenance tasks?

TAC 75.83
COMPREHENSIVE HOME ECONOMICS
CAREER OPTIONS AND ADJUSTMENTS

COMPETENCY:

(a.7) *Concepts and skills related to career options and adjustments.*

NOTE: The occupational areas addressed in this section of the Comprehensive Home Economics course are those which are related to the subject matter areas which have been taught within a given semester. Those areas are management, consumer education/economics, food and nutrition, and individual and family health.

SUB-COMPETENCIES:

(A) *Relate personal characteristics to the appropriate career addressed within each home economics course.*

Have students research titles and descriptions of management, consumer education/economics food and nutrition, and individual and family health occupations in the *Directory of Occupational Titles*

or *Occupational Outlook Handbook*. Point out that some titles or jobs are entry-level, while others are mid-management and management levels. Lead a class discussion concerning jobs requiring different levels of education, variations in job availability, and how some occupations may lead to other occupational opportunities. One example might be in food and nutrition which involves several occupations such as short order cook, dietitian, nutritionist, extension home economist, food scientist or researcher, a home economist in business, waiter or waitress, restaurant owner, restaurant manager, grocery store manager, cafeteria manager, food worker, chef, food writer or editor, baker, or cake decorator.

(B) *Describe management practices facilitating individuals assuming multiple roles.*
Lead a class discussion about the meaning of the following statements: "Time management equals priority management which equals self-control." "Some people manage other people more easily and effectively than they manage themselves." "We do things that we ought not to do and we leave undone the things that we should have done." "We can be our own best friends and our own worst enemies." Relate the statements to the enhancement or detriment of job productivity.

(C) *Discuss demands and rewards in relation to personal and family life.*
Lead a discussion about the rewards and demands placed on family life by jobs outside the home. KEY QUESTIONS: What rewards are placed on family life by jobs? Why are the rewards beneficial to all family members? What demands are placed on family life by jobs? How can an employee help to alleviate such stress on family life? What can family members do to help the situation? Do the family members gain anything personally from the job? What help is there for people who take job stress home to their families?

(D) *Demonstrate effective money management.*
Instruct students to work with their families to find ways to reduce home operating and maintenance costs. Examples include making regular checks of equipment, following manufacturer's instructions in use of equipment, cleaning regularly, and painting and repairing as needed. Have students put some of the suggestions into practice and report on their work. Have them present their plan to minimize home operating and maintenance costs. KEY QUESTIONS: What skills may be useful in do-it-yourself home projects? What costs, time, and energy are required for each project if checked on a regular basis and used properly compared to if not maintained and operated properly? How do these methods help a family manage money better? How might skills learned in these activities be useful on the job or obtaining employment as well as helping with money management?

TAC 75.83
COMPREHENSIVE HOME ECONOMICS
UNIT V

COMPETENCY (ESSENTIAL ELEMENT):

(b.5) *Concepts and skills related to the meaning and elements of management for daily living.*

SUB-COMPETENCIES:

(A) *Identify personal priorities, goals, and standards.*
Have students list five long-term goals and five short-term goals. Instruct students to draw a number line with every 10 years represented on it. Have students place the goals on the number line where they believe the goal will be accomplished. An example of the number line is as follows:
Goals:

Years: 10 20 30 40 50 60 70 80 90 100

KEY QUESTIONS: How did one determine one's goals? Are some goals more important than others? Are values reflected in goals? Have some goals eventually changed? Are the goals realistic and attainable? How can goals give a person direction in life?

(B) *Distinguish between needs and wants.*
List items on cards that can be considered a need or a want. Use lists from previous exercise. Drop the cards into boxes labeled "needs" and "wants." Prepare the class for debates by dividing the class into four groups as follows: Group 1 will draw a card from the needs box and defend it; Group 2 will oppose Group 1; Group 3 will draw a card from the wants box and defend it; Group 4 will oppose Group 3. Have each group elect a team captain to be in charge of the group. Before beginning, draw up rules and review the procedure to be followed. Designate the first round as a practice round and guide students through the procedure, giving pointers on how to defend a subject. Take a class vote to determine the group presenting the most convincing argument. Evaluate the debates on content and the students' ability to communicate effectively through oral debates.[C]

(C) *Describe the steps of management.*
Analyze the results of a recent FHA/HERO project which was planned and carried out by members. KEY QUESTIONS: Was the goal achieved? Did the original plan work or were adjustments made during the action phase? How can evaluating the results of planning and management activities help you make more effective plans for the next situation?

(D) *Describe various types of resources and their responsible use.*
Lead a class discussion on ways people can increase their material resources. To stimulate discussion, list examples of material resources on the chalkboard. The list should include the following: food, owned home, car, clothing, jewelry, savings, wages, investments, fringe benefits, earning power, and government benefits. KEY QUESTIONS: Is it important to have a spending plan? Can credit help increase material resources? What are the steps in financial planning? Do families differ in the way a spending plan is carried out? Is it useful to have an inventory of all assets? What are the benefits of savings?[B]

(E) *Identify the decision making steps, influences, and implications.*
Have the students think back to a recent decision. Instruct them to evaluate the decision in regard to how well the steps in decision making were carried out. KEY QUESTIONS: Were all the steps attempted? Which step was the hardest to accomplish? Which was the easiest? Would the same solution be reached at another point in time? When is it necessary to start the process over after reaching the last step? Would each person reach the same decision the same way? Why is it important to check the alternatives? Why are decisions difficult? Is there a certain degree of risk involved?

(F) *Describe factors which influence family management practices.*
Lead a class discussion on the meaning of *family management practices*. Have students look up the dictionary definition of *management*. CRITICAL QUESTIONS: What is the purpose of management? In what situations is this word used? Why are people concerned with management? Why is it important to manage well? How can the ability to manage improve family circumstances?

(G) *Analyze roles of family members and division of responsibilities.*
Conduct a class discussion on the multiple roles of family members. Ask students to identify the roles fulfilled by members in the family. For example, the roles fulfilled by a parent might include: parent, wife/husband, teacher, homemaker, wage earner, chauffeur, choir member, financial planner and advisor, and gardener. Consider the different responsibilities of each role and the possibility of conflicts.

TAC 75.83
COMPREHENSIVE HOME ECONOMICS
UNIT VI

COMPETENCY (ESSENTIAL ELEMENT):

(b.6) *Concepts and skills related to individual consumer responsibilities.*

SUB-COMPETENCIES:

(A) *Summarize rights and responsibilities as a consumer.*

Lead a class discussion about the consumer's responsibility for using an economic vote. Point out that what is to be produced in the free-market system of the United States is based on the spending of consumers. Explain that consumers vote for a product or service by spending their money for it instead of another. KEY QUESTIONS: What is an economic vote? What is meant by *dollar votes*? How does business know which goods and services to produce? Why is the economic vote a responsibility of the consumer? What steps should a consumer take to make an effective economic vote?[C]

(B) *Determine sources of income.*

Lead a class discussion on the acquisition and utilization of income. Explain that acquisition is earning or gaining income and utilization is the way in which income is spent. Point out that money can be earned by five methods. Have students view and discuss the five methods of acquiring income:

1) Wage—the rate a person is paid for hourly work.
2) Piecework rate—the rate of pay earned for pieces or units of work as completed.
3) Salary—the rate calculated by weekly, monthly or yearly working hours.
4) Commission—the rate which is paid as a percentage of the sales a person makes.
5) Tips—the payments voluntarily made by customers to dining room attendants, cab drivers, hairstylists, etc.

KEY QUESTIONS: What are some examples of jobs that would provide each of the above incomes? What is the difference between wages and salaries? What is the difference between commission and tips? Which type do you prefer? Why?

(C) *Develop a plan for managing income.*

Have students study classroom and library resources for information on the different types of savings available. KEY QUESTIONS: Are savings accounts only available at banks? What are the current rates of interest being paid on savings accounts? Is the interest money taxable at the end of the year?[B]

(D) *Analyze influences on personal spending.*

Explain how advertising influences personal spending. Have students view a flip chart of advertising samples from magazines and newspapers. Ask students to list individually why these ads appealed or did not appeal to them. Students can discuss and compare opinions.

TAC 75.83
COMPREHENSIVE HOME ECONOMICS
UNIT VII

COMPETENCY (ESSENTIAL ELEMENT):

(b.7) *Concepts and skills for managing food and nutrition for families and individuals.*

SUB-COMPETENCIES:

(A) *Analyze basic nutrition needs and results of dietary practices.*

Present the dietary guidelines for Americans which were developed by the U. S. Department of Health and Human Services and the U. S. Department of Agriculture (USDA) to help people make prudent dietary decisions. The seven guidelines for the 1980s were as follows:

1) Eat a variety of foods
2) Maintain ideal weight
3) Eat foods with adequate starch and fiber

4) Avoid too much fat, saturated fat, and cholesterol
5) Avoid too much sugar
6) Avoid too much sodium

(B) *Relate sanitation and safety to food and nutrition.*
Assign students to research classroom and library resources and write short reports about the dangers of food borne illnesses caused by salmonella, staphylococcus, clostridium botulinum, and escherichia coli. After they have completed the research, have them respond to the rules for personal hygiene and food handling practices. Encourage them to identify the food borne illnesses which could be contracted if the rule was not followed.[B] [C]

(C) *Discuss etiquette and types of meal service.*
Provide references on etiquette, preferably books or articles published recently, and have students read sections on table manners appropriate for informal settings. Have students brainstorm various informal settings in which they eat on a regular basis, including the cafeteria, fast food restaurants, by a vending machine, in a car, or at home in front of the television or at the dining table. Ask the students to identify particular table manners which should be applied in each of these informal settings. KEY QUESTIONS: Are there principles on manners and etiquette which are important for a person to know, even if he or she rarely dines formally? Which traditional table manners can easily be ignored in most informal situations causing few negative consequences for the person who ignores the traditional rules?[B] [C]

(D) *Apply management techniques in planning and preparing simple meals.*
Divide students into groups. Encourage students to exchange ideas in their groups to determine factors which should be considered when planning a menu which is workable for a particular family or individual. Examples of considerations which affect menu workability might include the following: nutritional needs of the persons for whom the menu is designed; food habits and preferences of the persons involved; social, cultural, and economic influences; and ability of the food preparers and their available time and energy.[B] [C]

(E) *Outline consumer management techniques for food and nutrition.*
Provide nutrition labels to students and have them complete a work sheet which has them identify the number of servings in the container and the size of servings; the amount of calories, fat, protein, and carbohydrates in each serving; and the percentage of the RDA for various vitamins and minerals found in each serving. Lead a class discussion on how knowing this information about a product before purchasing it can be helpful to a consumer in making a buying decision.[B] [C]

TAC 75.83
COMPREHENSIVE HOME ECONOMICS
UNIT VIII

COMPETENCY (ESSENTIAL ELEMENT):

(b.8) *Concepts and skills related to personal and family health.*

SUB-COMPETENCIES:

(A) *Summarize ways to promote individual and family health.*
Divide the class into five groups. Have each group elect a leader. Assign group one to investigate and report on good health habits related to nutrition and diet. Group two should research the physical fitness, exercise, and weight control aspects of personal health. Group three's assignment is rest, leisure, and relaxation. Group four should report on the effects of using drugs and alcohol on personal health, and group five's topic is personal hygiene including care of the skin, hair, nails, and teeth. The class reports by each group leader should relate the assigned topic to all age groups.[C]

(B) *Evaluate methods of meeting the safety needs of family members.*
Prepare a display of items found throughout the home which promote safety. Items can include: fire extinguishers, smoke detectors, pot holders, grounded plugs, door locks, night lights,

window locks, bath mats, etc. Discuss the items and their usage. CRITICAL QUESTIONS: Why is it important that safety items be utilized throughout the home? What other items can be included in home safety? What additional items would be needed in the home to promote safety for a handicapped family member?[C]

(C) *Explain factors affecting individual family health decisions.*
Discuss sources of information for selecting medical services. Examples include: recommendations of friends, neighbors, co-workers, medical schools, hospitals, medical society, etc. Have students develop a list of guidelines to follow when selecting a family physician or medical service. The list should include: convenience of location, office hours, arrangements for emergencies, how efficiently the office is run, attitude of office staff and professionals, thoroughness of examinations, payment requirements and arrangements, the hospital with which the doctor is associated, etc.

(D) *Relate personal achievement to one's health and that of family members.*
Ask students to discuss the meaning of personal achievement. KEY QUESTIONS: Do individuals differ in their definitions of personal achievement? How will students view personal achievement in college? in their future jobs? How would good/poor health affect a college students' achievement level?

TAC 75.83
INDIVIDUAL AND FAMILY LIFE
UNIT I

COMPETENCY (ESSENTIAL ELEMENT):

(c.1) *Concepts and skills related to individuals and the family.*

SUB-COMPETENCIES:

(A) *Explain the basic functions of the family.*
Have students brainstorm to identify the basic emotional needs people have. Assign students to write about their basic emotional needs and how they are met at home. KEY QUESTIONS: What are people's basic emotional needs? Why do we have these needs? What happens if these needs are not met? How are our needs met? How are they met at home? How does our home life meet our needs?[B]

(B) *Outline rights and responsibilities of family members.*
Lead students into a brainstorming session to identify ways families can make members feel comfortable and accepted and ways members are made to feel ignored and unimportant. Compile both lists on the board. KEY QUESTIONS: What is it about these family behaviors that would make a person feel comfortable and accepted? ignored and unimportant? CRITICAL QUESTION: Why is acceptance as a family member important to a person?

(C) *Analyze one's individual role as a family member.*
Lead students in a brainstorming session to identify the roles they have as family members. List their ideas on the chalkboard and obtain a hand count of how many students fulfill those roles. KEY QUESTIONS: Why does one have these roles? Are these roles important to one's family? Why? How would one's family cope if one's role was not performed?

(D) *Analyze the impact of change and technology on families.*
Have students write reports on ways technological change has affected their families. Have them point out the advantages and disadvantages that have resulted from the change. KEY

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

QUESTIONS: What ways have technological change affected your family in the last 10 years? What advantages have resulted from the changes? What disadvantages have resulted? Why are these advantages or disadvantages?[B]

(E) *Describe the influence of culture and tradition on family life.*
Have students list the various cultural groups of American society in the past (an American Indian tribe, Germans on the Texas frontier, Quakers in early Pennsylvania). In class, read reference books, history books, or library books to learn more about their lifestyles. Lead a class discussion on their life styles. KEY QUESTIONS: What was their life style like? How does the past life style of that cultural group compare to the present life style of the same group? What accounts for any changes? Does the group try to preserve its cultural heritage? How? Why? How did that cultural group of the past influence our culture today? Why did it have an influence?[B]

TAC 75.83
INDIVIDUAL AND FAMILY LIFE
UNIT II

COMPETENCY (ESSENTIAL ELEMENT):

(c.2) *Concepts and skills related to family life patterns.*

SUB-COMPETENCIES:

(A) *Describe various family structures.*
Lead a discussion about the characteristics of the traditional family and answer the following questions. KEY QUESTIONS: What are some characteristics of the traditional family? Are these characteristics common in most families today? Why? Why is it that the traditional family can no longer be considered the norm for family systems in the United States? Is there a norm for family systems in the United States, and if so, what is it?

(B) *Discuss characteristics contributing to family strengths.*
Have students write about the happiest family they know and answer the following questions. KEY QUESTIONS: What do you think home means to the family you described? What qualities and characteristics of the happy family make them happy? How do the members of the happy family avoid or deal with conflicts?[B]

(C) *Outline adjustments incurred by progression through the family life cycle.*
Have students determine which stage or stages of the family life cycle their families are in at this time. Have each student write a paragraph explaining his/her conclusion. KEY QUESTIONS: What family life cycle stage or stages are your families in at this time? Why do you believe your family is in this stage? How long has your family been in this stage? How much longer will the family be in this stage? Why?[B]

(D) *Investigate the impact of the increasing population of older adults on family and society.*
Have students brainstorm to identify the advantages and disadvantages of living in an extended multi-generational family. KEY QUESTIONS: What are the advantages and disadvantages of living in an extended multi-generational family? Why? What are the advantages and disadvantages for the elderly person? adult children? grandchildren? What positive and negative feelings might each have about this living arrangement? What changes might occur in a family when it adds an older family member? How could the family cope with these changes?

(E) *Investigate laws related to the family.*
Assign students to write to the state bar association to obtain information about family law. Have students ask for information about laws on marriage, divorce, child custody, and rights of juveniles. KEY QUESTIONS: What information was received? What laws did it list? Why do we have these laws? Are these laws helpful to society? How or why?[B]

TAC 75.83
INDIVIDUAL AND FAMILY LIFE
UNIT III

COMPETENCY (ESSENTIAL ELEMENT):

(c.3) *Concepts and skills related to adult roles.*

SUB-COMPETENCIES:

(A) *Summarize responsibilities of living as an independent adult.*
Have each student interview five independent adults to learn what adjustments they found necessary in functioning as an adult. Have students share findings with class, and as a class, categorize the adjustments identified. KEY QUESTIONS: What kind of adjustments are needed when you begin functioning as an adult? Are most of the adjustments related to social life, job, finances or emotional considerations?[B]

(B) *Demonstrate communication and conflict resolution skills.*
Have students study references to explore the different methods of resolving conflicts in life, marriage and family relationships. Examples of methods include compromise, giving in, tabling differences, quarreling, family conferences, etc. KEY QUESTIONS: What are the consequences of each method of resolving conflict? Are each of these methods good methods? bad methods? Why?

(C) *Determine decisions to be made in interpersonal relationships and implications for the future.*
Ask students to discuss ways work relationships and a person's overall effectiveness on the job are affected by the following: communication skills, empathy, perception, respect for rights and privileges of others, and trust. KEY QUESTIONS: Why is communication important in a work group? Is respect for others important?

(D) *Analyze the impact of technology on interpersonal relationships.*
Assign students to read a book predicting what the world will be like in the future, such as Alvin Toffler's *The Third Wave*. In a report, have students identify the potential impact of the changes described on the family of the future. KEY QUESTIONS: How important is the ability to adapt to change? What problems are families likely to face in the future?[B]

(E) *Describe the impact of cultural background on interpersonal behavior.*
Encourage students to attend a cultural event or participate in a cultural tradition in their community. Have them find out about the history of the event or tradition, who participates, and what roles the participants have in the event or tradition. Report findings to class. KEY QUESTIONS: What is the history of this event? Why is it celebrated? How is it celebrated? What meanings are involved in the event's symbolism?[B] [C]

(F) *Summarize effects of societal trends on interpersonal relationships.*
Have students list causes for the psychological stress that families and individuals experience as a result of societal changes. KEY QUESTIONS: What stresses do people experience when they undergo one of the trends listed? What stresses do people experience today because of a societal trend that was not experienced 100 years ago in a different type of society? Why are these stresses affecting people? How are people adapting?

(G) *Summarize factors affecting mate selection.*
Have students watch a current movie or television show or read a current book or column to analyze the strengths and weaknesses of a young married couples' relationships. Ask students to analyze the effects of mate selection factors on the relationships of the couples and share findings with class. KEY QUESTIONS: What strengths did you find in the couples' relationship? What weaknesses? How did these strengths or weaknesses affect the couples' relationship? Would you say they had a good marriage relationship or one that needed improvement? Why? What suggestions would you make to them? Why?[B]

(H) *Discuss commitments involved in marriage.*
Read copies of traditional and contemporary marriage vows to the students for each religion represented in class. Have students identify and discuss the commitments couples make and that are normally included in marriage vows and the importance of commitments made in marriage vows. KEY QUESTIONS: If the words spoken in a marriage ceremony are essentially a verbal legal contract, is a marriage a legal contract? Why? Should commitments be voiced in marriage vows? Why? Do couples usually mean what they say, or do they just repeat words?

(I) *Describe adjustments and decisions involved in marriage.*
Have students interview adults to find out what would happen in their families if a worker became unemployed. KEY QUESTIONS: What adjustments would the family have to make? What decisions would they have to make? What sources of help would be available? How could family members support the unemployed member psychologically? What financial problems are related to unemployment? How do financial problems affect a family's adjustments and decisions regarding unemployment?[B]

TAC 75.83
INDIVIDUAL AND FAMILY LIFE
UNIT IV

COMPETENCY (ESSENTIAL ELEMENT):

(c.4) *Concepts and skills related to management in family life.*

SUB-COMPETENCIES:

(A) *Apply procedures for meeting individual and family needs through resource management.*
Ask students to consult references to discover the meaning of management and the definitions of the following elements of management: *values*, *goals*, *standards*, and *resources*. KEY QUESTIONS: What is the meaning of management? values? goals? standards? resources? What is the difference between values, goals, standards, and resources? What are some examples of each?[B]

(B) *Analyze financial considerations related to the family life cycle.*
Assign students to interview older siblings or relatives who are newly married to gain a better understanding of the decisions that need to be made in the beginning family stages. KEY QUESTIONS: What decisions regarding finances are made in the beginning family stage? How do these decisions made early in life affect later decisions? What adjustments are common to all newlyweds involving economics? division of tasks? financial difficulties?[C]

(C) *Relate the use of community resources to family well-being.*
Have students identify community resources available which help families deal with chemical dependency (alcoholism and drug abuse). KEY QUESTIONS: How can these services be obtained? What fees do they charge and methods of payment are offered? What is required before an abuser can be treated successfully? What services are available to help the abuser? to help the abuser's family? What other agencies are available in the community for helping with chemical dependency? How do their services compare?

(D) *Outline the roles and responsibilities of family members as managers and consumers.*
Ask students to consult references to determine recent consumer protection legislation. Discuss findings in class. KEY QUESTIONS: What laws have been passed to protect consumers? Why does the federal government require all food, drugs and cosmetics to have labels with certain information? How does the Federal Trade Commission stop unfair trade practices? What are the consumers rights and responsibilities?[B]

(E) *Relate the use of leisure time to quality family life.*
Have students read references to discover the meaning of *leisure*, *leisure time*, and *leisure activities*. Lead a class discussion on the findings. KEY QUESTIONS: What is leisure? What is leisure time?

What is a leisure activity? Are these things important for personal health and well-being? for family relationships? Why?[B]

(F) *Determine the interrelationship of the family institution and economic development.*
Assign students to write a paper analyzing the interrelationship of employment and home life in a given situation. Develop situations for students to explore. KEY QUESTIONS: What is the interrelationship of home life and employment in this situation? Why does this interrelationship exist? What effects does it have on family relationships, family cohesiveness, and the family's lifestyle?[B]

TAC 75.83
INDIVIDUAL AND FAMILY LIFE
UNIT V

COMPETENCY (ESSENTIAL ELEMENT):

(c.5) *Concepts and skills related to parenting.*

SUB-COMPETENCIES:

(A) *Analyze factors affecting the decision to parent.*
Have students interview a person whom they admire for their parenting qualities. Have students find out about the person's beliefs on the importance of self acceptance in parenting. Students may report findings orally in a class discussion or in a written summary with a class discussion to follow. KEY QUESTION: Why is it important to develop self-acceptance before becoming a parent?[B]

(B) *Determine components of responsible parenthood.*
Have students discuss how parental actions can influence the way children learn behavior. CRITICAL QUESTIONS: Is discipline important? Why? If so, what does it teach? Are parents role models for their children? How can a parent's behavior affect a child's learned behavior? How should parents act if they want their children to grow up behaving a certain way? What implications does all this information have regarding the behaviors of successful parents?

(C) *Discuss distribution of parenting roles.*
Have students develop a list of 10 parenting tasks. Have students conduct a poll on who performs the 10 parenting tasks. Have students interview a selected number of parents. Have students compile the survey responses into a report showing the percentages of mothers, fathers, and both parents responsible for each of the 10 parenting tasks. Have students discuss the results.

TAC 75.83
INDIVIDUAL AND FAMILY LIFE
UNIT VI

COMPETENCY:

(c.6) *Concepts and skills related to special concerns in the family.*

SUB-COMPETENCIES:

(A) *Discuss potential family problems and crises.*
Have students identify and discuss situations, other than divorce, which may cause family separation. Examples: job requiring extensive travel, school, confinement in prison or a mental institution, war. KEY QUESTIONS: How might each of these separations affect family members? Are these effects similar to or different from the effects of divorce?

(B) *Describe methods of meeting special needs of family members.*
Have students listen to a presentation by a resource person who works with individuals who have problems with the abuse of alcohol or drugs. KEY QUESTIONS: How do alcohol and drug abuse affect the family? What are the probable causes of chemical abuse? Where can families and individuals get help for these problems? What kind of help would they receive?

(C) *Describe methods for preventing and coping with family problems and crises.*
Have students interview one or more divorced persons to learn what types of adjustments must be made after divorce. Examples include: managing finances, renewing self-confidence, developing social contacts. Have students report findings and discuss successful ways to make these adjustments.[B]

(D) *Describe domestic violence including causes, prevention and coping resources.*
Have students read and discuss articles about child abuse and its victims. KEY QUESTIONS: What caused the abusive situation to happen? Who was the abuser? the abused? Were other family members aware of the situation? How was the situation finally brought to attention? What happened? Where is the child now? Where are the parents? Why do abused children accept abuse? How did the abusive situation affect the child mentally, emotionally, and physically?[B]

TAC 75.83
INDIVIDUAL AND FAMILY LIFE
CAREER OPTIONS AND ADJUSTMENTS

COMPETENCY (ESSENTIAL ELEMENT):

(a.7) *Concepts and skills related to career options and adjustments.*

SUB-COMPETENCIES:

(A) *Relate personal characteristics to the appropriate career addressed within each home economics course.*
Show a filmstrip or film about listening skills needed for job success. Ask students to list the skills. Discuss each skill in class as a review. KEY QUESTIONS: How does each skill aid in effective listening? Why is effective listening important on the job? What can happen if employees do not listen well to instructions or customers? What would that do to the business?

(B) *Describe management practices facilitating individuals assuming multiple roles.*
Lead students in a brainstorming session to identify and discuss energy saving tips multiple-role families can employ for handling household duties. KEY QUESTIONS: How can each of these save energy while handling tasks? Do these tips also help in saving time? Can anyone use these tips, including children? How can children help manage the household? Would your tips be adaptable for use on the job? Suggest ways they can be used.

(C) *Discuss demands and rewards in relation to personal and family life.*
Discuss how the demands placed on a family with one breadwinner and one homemaker differ from the family with two breadwinners sharing homemaking duties and from the single-parent family where the parent works and handles homemaking duties. KEY QUESTIONS: What demands on the family exist in each situation? How are the situations different? What can or do people do to handle the demands in each situation? What happens if one person does not do his/her share in handling the demands? How does that affect the family?

TAC 75.83
PARENTING AND CHILD DEVELOPMENT
UNIT I

COMPETENCY (ESSENTIAL ELEMENT):

(d.1) *Concepts and skills related to the decision to parent.*

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

SUB-COMPETENCIES:

(A) *Summarize the responsibilities of human sexuality.*
Write the words "Sex = Responsibility" on the chalkboard. Ask students to explain the meaning. Outline ways in which sexual behavior involves responsibility for physical and emotional well-being of oneself and others, including partner and future children. KEY QUESTIONS: Why is maturity an essential element in responsible sexual behavior? How are sexual responsibility and the commitment of marriage related? Are the decisions and outcomes of sexual behavior different for males and females? Why or why not? If so, how?

(B) *Project how one's present behavior impacts future goals.*
Discuss the characteristics or skills one must have to be an adult. CRITICAL QUESTIONS: When do you consider someone to be an adult? How does this relate to the responsibility of marriage? parenthood?

(C) *Discuss the roles and responsibilities of parents at different stages of the family life cycle.*
Ask students to write a job description for a parent. Have them list the requirements and characteristics of the position. CRITICAL QUESTIONS: How could parenting be thought of as a career? What is the difference between parenting and other career choices in your life?

(D) *Identify considerations involved in family planning.*
Discuss adjustments that would be necessary for parents to make with the second or third infant versus those made by parents of a first born. Contrast the adjustments necessary with the addition of a natural newborn child versus an adopted newborn; a newborn adopted child versus an older adopted child.

(E) *Analyze the impact of marital relationships on the children.*
Ask what factors students consider essential in creating a compatible marriage such as age, similar values, hobbies, interests, ability to communicate. Have them prioritize according to their ideas. CRITICAL QUESTIONS: What effects could a baby have on the relationship between a husband and wife? What effects could the parents' relationship have on a child?

(F) *Discuss the effects of heredity and environment on the family.*
Show a film to the class which explains the effects of heredity and environment upon development. Have students summarize the significance of each factor.

(G) *Relate the effects of life styles and cultures on parenting behavior.*
Have students answer the question "How does each of the following aspects of today's society affect the family unit?" NOTE: A research paper examining one of the aspects below could be written.[B]

* More marriages
* Increased family disorganization
* Greater divorce rates
* Higher rates of marriage
* More mobility in families
* Decreased birth rate
* The fluctuation of our economy
* Changes in the laws
* Instability of world matters
* Agencies formed to serve families
* Dual-career parents
* Older median age

TAC 75.83
PARENTING AND CHILD DEVELOPMENT
UNIT II

COMPETENCY (ESSENTIAL ELEMENT):

(d.2) *Concepts and skills related to child development.*

SUB-COMPETENCIES:

(A) *Summarize ways to promote optimum physical development of children.*
Consult up-to-date references or have a dietitian speak on the changing nutritional needs of infants. KEY QUESTIONS: Is commercially-prepared baby food necessary? What are some of the common nutritional deficiencies of infants and how can they be prevented? How is the

development of the brain and nervous system during the first two years of life related to the caloric and nutritional adequacy of the diet?

(B) *Describe the emotional and social development of children and techniques for fostering such development.*

Define *autonomy* in toddlers as their assertion of their own will through self-control. Discuss the importance of autonomy-seeking in toddlers to their social-emotional development. Contrast with the development of shame and doubt as described by Erik Erickson. KEY QUESTION: What are indications that a child is developing autonomy? CRITICAL QUESTION: How can parents foster autonomy in toddlers while keeping them safe and preventing conflicts?

(C) *Propose methods for developing intellectual abilities of children.*

Use a series of cartoons, such as Dennis the Menace, projected on an overhead projector to demonstrate the meaning of friendship in children. KEY QUESTIONS: How do friendships promote social and emotional development? Why do preschoolers tend to have a small circle of friends?

(D) *Identify characteristics of children at different ages.*

Provide or have students bring board and card games for students to play which utilize their intellectual skills of memory, inductive reasoning, ability to make decisions based upon several alternatives, capability of thinking about and comparing moral values, ability to speculate about the thinking of other people, consideration of hypothetical situations, and other skills. Examples include: Trivial Pursuit, Scruples, Chests. Next have students analyze the thinking skills required for the games they played.

(E) *Analyze the effects of play on the development of children.*

Hang sheets of newsprint or butcher paper on the walls of the classroom. Title the sheets of paper "Physical Development," "Emotional Development," "Social Development," "Intellectual Development," and "Character Development." After discussion and study of the different kinds of development, have students circulate around the room and write examples with felt markers of ways each kind of development is observable in children.

(F) *Explain methods of guidance and discipline.*

Present a situation to the class in which a parent believes that his/her three-year-old child is wasting time by playing in nursery school rather than learning things. Assign students to write a letter to the parent explaining why it is important for children to play in nursery school and how young children learn best through play.[B]

(G) *Determine techniques to promote character development.*

Write the words "child guidance" on the chalkboard. Have students write on a piece of paper the first word that comes to their mind. Ask students to share the words they associated with "child guidance" and write them on the board. Then follow the same procedure after writing the word "Discipline" on the board. KEY QUESTION: What are the differences in the concepts of child guidance and discipline of children?

TAC 75.83
PARENTING AND CHILD DEVELOPMENT
UNIT III

COMPETENCY (ESSENTIAL ELEMENT):

(d.3) *Concepts and skills related to family relationships and child development.*

SUB-COMPETENCIES:

(A) *Describe methods of sharing parenting responsibilities.*

Ask the class to identify all the reasons they think a father's involvement is important in child

development. Explore their assumptions and future expectations about parenting roles. KEY QUESTION: Can a father assume some of the nurturing qualities traditionally held by the mother?

(B) *Discuss the implications of parental employment on the family.*
Have students define *dual-career family* and *dual-worker family*. Ask students to brainstorm characteristics of dual-career parents. Discuss the effects on the children of dual-career families. CRITICAL QUESTION: How could being a member of a dual-worker family have a positive effect on a child's development?

(C) *Point out the impacts of single parenting.*
Brainstorm ways that persons can become single parents. For example: never married, divorced, death of a spouse, adoptions, or extended absence due to job. Address each situation separately, discussing the possible effects on children and parent. KEY QUESTION: What are the possible problems of each type of parent, both male and female?

(D) *Discuss the implications of step parenting and adoptive parenting.*
List the following terms on the chalkboard: "Stepmother," "stepfather," "stepchild," and "blended family." Ask students to write down on a sheet of paper the first thing each of these terms brings to mind. Discuss comments and common myths or stereotypes associated with stepparents and stepfamilies. KEY QUESTIONS: Why do stepmothers have such a negative image in our culture? What caused this image? What are some similarities and differences in the biological parent-child relationship and the stepparent-child relationship?

(E) *Discuss the implications of foster parenting.*
Invite a speaker from your county or local social service agency to speak on foster care. Ask them to speak on reasons children are placed in foster homes, qualifications required of foster parents, special emotional needs, and legislation regarding foster care. KEY QUESTION: What situations lead to a child being placed in a foster home?

(F) *Discuss the ways to foster wholesome sibling relationships.*
Discuss the factors affecting sibling relationships including ordinal position, parental attitudes, ages, sexes, and number of children. Have students relate their own experiences with siblings in their family. KEY QUESTION: How do parental attitudes affect sibling relationships?

(G) *Discuss the roles and relationships of individuals in an extended family.*
Have students audiotape conversations with grandparents to discover how they parented and the techniques their parents used. Cover the topics of parental roles and responsibilities, discipline, and expectations for children. Have students write an article for a class newsletter from their interviews. Have students include actual experiences, personal feelings and stories in their article.[B]

(H) *Analyze alternatives for child care.*
Debate the issue of whether or not to use substitute child care. Emotional effects on the children, financial burden on parents and guilt feelings by parents are possible subjects for the debate. KEY QUESTION: What are some ways both parents may continue their employment without having substitute care?

(I) *Outline local, state, and national resources focusing on children.*
Compile a list or help students compile a list of community and government programs that provide support services to families in your area. Assign each student or group of students a program to investigate in detail. Have the students prepare a one-paragraph description of the program, including address, phone number, services provided, fees and contact persons. Have the class compile these descriptions and prepare a handbook for distribution to their peers. NOTE: May be an FHA/HERO project.[B][C]

TAC 75.83
PARENTING AND CHILD DEVELOPMENT
UNIT IV

COMPETENCY (ESSENTIAL ELEMENT):

(d.4) *Concepts and skills related to special parenting needs.*

NOTE: There are some suggested learning experiences in this unit which may be viewed as sensitive issues. Teachers should follow local district policies and administrative guidance regarding the sensitive areas prior to determining which experiences will be selected for classroom instruction.

SUB-COMPETENCIES:

(A) *Identify parenting behavior indicative of child abuse tendencies.*

Have students research to find statistics related to children who have been abused that grow up to be parents who abuse their children. Have them share their findings in class. CRITICAL QUESTION: Why are adults who were abused as children at risk for abusing children themselves? NOTE: Be sure to clarify that many abused children grow up to be loving, non-abusive parents.

(B) *Point out parenting behaviors abusive to children.*

Have students read references that explore the topic of incest. Lead a class discussion on possible causes and physical and emotional symptoms in children that might indicate involvement in such a relationship and possible treatment.

(C) *Explain ways to meet needs of children in crisis.*

Develop as a class a list of ways to help children under stress. Include health factors such as rest, diet, eliminating caffeine; environmental factors such as routines, privacy; interpersonal factors such as reading books, rehearsing; and direct ways of relieving stress such as exercise, play, humor. KEY QUESTIONS: If you were enrolling a child in day care during a family crisis, what characteristics of the center and staff would you look for? What questions would you ask? What kind of information would you share with the caregiver?

TAC 75.83
PARENTING AND CHILD DEVELOPMENT
CAREER OPTIONS AND ADJUSTMENTS

COMPETENCY (ESSENTIAL ELEMENT):

(a.7) *Concepts and skills related to career options and adjustments.*

SUB-COMPETENCIES:

(A) *Relate personal characteristics to the appropriate career addressed within each home economics course.*

Show films on different careers in family life services. KEY QUESTION: What are some of the personal qualities needed for careers in family life services? NOTE: Personal qualities which may be included are empathy, love of people, desire to help others, good communication skills, maturity, patience, emotional control, and understanding.[C]

(B) *Describe management practices facilitating individuals assuming multiple roles.*

Have students share time management techniques they have used or observed others using in their work and personal life. A written list of techniques may be compiled and given to class members to try out. Follow-up later in the semester to see if students applied techniques and how they worked. NOTE: May be utilized as a Student Occupational Activity.[C]

(C) *Discuss demands and rewards in relation to personal and family life.*

Lead students to brainstorm some of the rewards for family life of having dual-earner parents. Examples include greater financial security, shared responsibilities, role models for children, and interesting experiences to share. KEY QUESTIONS: How does success and satisfaction on the job affect family life? How does a satisfying family life affect one's performance on the job?

TAC 75.83
ADVANCED CHILD DEVELOPMENT
UNIT I

COMPETENCY (ESSENTIAL ELEMENT):

(c.1) *Concepts and skills related to parenthood.*

SUB-COMPETENCIES:

(A) *Describe responsibilities of parenting.*

Have students read text and other references to compile a list of responsibilities parents have for children and categorize according to physical care and protection, fulfillment of social and emotional needs, and provision for intellectual and educational needs. Lead a class discussion on what the consequences might be if any of these responsibilities are not fulfilled. CRITICAL QUESTION: How are adults other than parents responsible for children in our society?

(B) *Summarize the financial impact of children on the family.*

Have students read and discuss recent articles estimating the cost of raising a child. KEY QUESTIONS: What expenses were included in estimating the cost of childrearing? What situations within a family would affect the costs of childrearing?[B]

(C) *Discuss social, emotional, intellectual, and physical factors related to parenting.*

Arrange for a guest speaker who provides community Parent Education classes to discuss the importance of being prepared to parent. Example: childbirth education teacher from hospital. Assign written summaries to include the answer to the question: Why is parent education important?[B]

(D) *Describe responsible behavior in prevention and control of disease.*

Invite a physician or other health professional to discuss how maintenance of physical health can affect the health of one's children born years later. Ask questions related to the effects of drugs, alcohol, lifestyle, and nutrition on the maintenance of optimal health. Students may write a summary of the talk and make conclusions about ways in which one's own personal health habits may be modified to improve chances of healthy offspring.[B]

TAC 75.83
ADVANCED CHILD DEVELOPMENT
UNIT II

COMPETENCY (ESSENTIAL ELEMENT):

(c.2) *Concepts and skills related to prenatal and postnatal care.*

NOTE: There are some suggested learning experiences in this unit which may be viewed as sensitive issues. Teachers should follow local district policies and administrative guidance regarding the sensitive areas prior to determining which experiences will be selected for classroom instruction.

SUB-COMPETENCIES:

(A) *Describe the stages of prenatal and neonatal development.*

Use a visual aid to point out monthly prenatal development. Ask the class to determine the stage of development when the most growth occurs. KEY QUESTIONS: What stages are most susceptible to outside influences such as diet and activity of the mother? What is meant by critical periods in prenatal development?

(B) *Outline the impact of genetics, environment, and mother's health on prenatal development.*

Show film/filmstrips about harmful influences on prenatal development. NOTE: The March of Dimes and The Health Department are sources of audio-visual and written resources. Have

---

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

students list all harmful influences mentioned in the film/filmstrips. Make any additions as necessary and discuss. KEY QUESTIONS: What effects may smoking have on the fetus? What are the possible effects of alcohol on the unborn child? If a pregnant woman contracts rubella in the first three months of pregnancy, what are the possible effects on the fetus?

(C) *Identify neonatal care essential to the well-being of the child.*
Several young mothers may be invited to class to describe their birth experiences. Questions which may be asked of the mothers could include: What were the signs that labor had begun? At what point in labor did you go to the hospital or call a midwife? How long were you in labor before the child was born? What method of childbirth did you use? What do you remember about the birth of your baby? NOTE: Invite mothers who have had positive, normal birth experiences.

(D) *Describe postnatal care essential to the well-being of the mother.*
Have students construct a time line or calendar for the postpartum period, based upon information in their text or other references. Instruct them to note physical changes such as return of pelvis to normal position and things the new mother should do such as exercise and eat the proper foods each week during the postnatal period. KEY QUESTION: Why is a medical checkup recommended at the end of the postpartum period?

TAC 75.83
ADVANCED CHILD DEVELOPMENT
UNIT III

COMPETENCY (ESSENTIAL ELEMENT):

(e.3) *Concepts and skills related to the development of children.*

SUB-COMPETENCIES:

(A) *Explain various theories and principles of growth and development.*
Have references in class for students to read about developmental patterns. Assign students to list the predictable patterns of development and to describe the types of physical development: cephalocaudal (head to foot) and proximodistal (near to far), and give examples of each. KEY QUESTIONS: What patterns occur in the development of intelligence? behavior? social development? What similarities occur in the development of all children?

(B) *Describe the interrelationships of the social, emotional, intellectual, physical, and moral development of the child.*
Lead a class discussion on the importance of language development to the overall development of the young child. KEY QUESTIONS: Would life as we know it be possible without speech? How does the ability to communicate contribute to social development? How does language help the child evaluate self and others? What role does language play in academic achievement? in personality?

(C) *Point out the practices which foster healthy social, emotional, intellectual, physical, and moral development.*
Arrange for students to observe young children of various ages at play and in activities such as eating, walking, running, talking, drawing, and playing to compare the developmental levels of the children. As a follow-up, have them write a summary of the observations. Lead a class discussion on the sumaries. KEY QUESTIONS: What differences did you observe? How did each child's development fit what you have read and learned in class? How did it differ?[B]

(D) *Identify developmentally appropriate sex-related information for children of different ages.*
Have students individually or in groups write poems, jingles, or make up finger games to encourage good health habits. Arrange for them to be presented to young children. Have students report their observations of the children's reactions to the class.[B]

(E) *Analyze the influence of role modeling on children.*

Have students write a set of rules they would expect a child to abide by. After the rules have been written, ask students to review their behavior over the past week. KEY QUESTIONS: Did you personally abide by all of the rules you listed for a child? If you did not, how would you need to change your behavior to provide a good model for the child to follow?

(F) *Point out the impact of parenting/caregiver practices on a child's self-esteem.*
Have students role play or present a skit of a family helping a child in a way that promotes self esteem in the child. Examples are learning to ride a bicycle, learning to tie shoe, helping prepare dinner. KEY QUESTION: How is self esteem related to learning?

TAC 75.83
ADVANCED CHILD DEVELOPMENT
UNIT IV

COMPETENCY (ESSENTIAL ELEMENT):

(e.4) *Concepts and skills related to selection and use of appropriate child guidance techniques.*

SUB-COMPETENCIES:

(A) *Describe guidance methods and factors influencing their effectiveness.*
Direct a circular discussion in which each class member identifies a positive guidance technique and ways to apply it. CRITICAL QUESTION: How does pointing out positive alternatives help children learn self-discipline?

(B) *Assess society's role in protecting the rights of children.*
Assign students to write a research report based upon historical accounts of exploitation of children in various situations. KEY QUESTIONS: What contributed to the improvements of these conditions? What is society's role in caring for children?[B]

TAC 75.83
ADVANCED CHILD DEVELOPMENT
UNIT V

COMPETENCY (ESSENTIAL ELEMENT):

(e.5) *Concepts related to the social implications on the development of the child.*

SUB-COMPETENCIES:

(A) *Discuss the effects of parent/guardian employment on the well-being of the child.*
As an outside assignment, have students visit and observe in a family day home. Ask each student to write a report which points out the advantages and disadvantages of a home care situation. Lead a class discussion on each student's visit.[B]

(B) *Identify local, state, and national resources related to children.*
Ask students to consult persons in their community to determine various local, state, and nationally sponsored family support systems and services. Assign students to compile a report to explain why these support systems and services are important and beneficial to a family. Assign them to outline situations or reasons one could use each support system or service. KEY QUESTION: How could each support system or service be of benefit to you?[B]

(C) *Discuss societal trends impacting children.*
As a special project, have students conduct a school poll to find out the number of times individuals have moved and the problems they encountered. Ask students to compile a list of all the problems. Discuss the problems and possible solutions in class. KEY QUESTION: What factors affect how easily children adapt to a family move?

TAC 75.83
ADVANCED CHILD DEVELOPMENT
UNIT VI

COMPETENCY (ESSENTIAL ELEMENT):

(e.6) *Concepts and skills related to special needs.*

SUB-COMPETENCIES:

(A) *Describe methods for identifying children with special needs.*

Have students study outside resources to identify and present statistics on the occurrence of handicapped children; premature births leading to handicaps may be included. Have students note the reasons or causes of handicaps. KEY QUESTIONS: Why are premature babies more likely to be handicapped? What is the major handicap occurring in children due to mother's abuse of alcohol? drugs?

(B) *Evaluate methods for challenging gifted and talented children.*

Debate the following statement: "The gifted owe society the benefit of their abilities." Each debate team must research for facts to support or refute this statement. KEY QUESTIONS: Does society owe the potentially gifted child anything? Why or why not?

(C) *Summarize ways to care for and guide children with handicaps.*

As a special assignment, have students read a book or article on the problems resulting when individuals or families face illnesses, handicaps, and disabilities. Suggested books: *Joni: A Step Further* by Joni Erickson and Steve Estes or *I Ain't Well But I'm Better* by Jess Lair. Have students write a report summarizing the main points on the nature of the problems, effects, and adjustments the handicapped person dealt with as discussed in the book.[B]

(D) *Summarize forms, causes, effects, prevention, and treatment of child abuse.*

NOTE: This may be a delicate subject area for some students. Caution should be taken on how it is presented. Assign students to read selected materials on dealing with the emotions of both the abuser and the abused. Ask students to write a summary and report to class on ways that emotional support can benefit both the abuser and the abused.[B]

TAC 75.83
ADVANCED CHILD DEVELOPMENT
CAREER OPTIONS AND ADJUSTMENTS

COMPETENCY (ESSENTIAL ELEMENT):

(a.7) *Concepts and skills related to career options and adjustments.*

SUB-COMPETENCIES:

(A) *Relate personal characteristics to the appropriate career(s) addressed within each home economics course.*

Students may be asked to interview an employer in a child care facility and determine characteristics the employer desires in employees. Ask students in class to analyze their own characteristics to determine which of the desired characteristics they possess. KEY QUESTION: How can one attain desirable characteristics for child care employment?

(B) *Describe management practices facilitating individuals assuming multiple roles.*

Assign students to interview different types of working parents such as dual career, single parents, parents with one child, parents with two or more children in day care, older and younger parents, etc. to identify the kinds of support they need from the child care center or staff. Have them develop an appropriate interview form in class.[B]

(C) *Discuss demands and rewards in relation to personal and family life.*

With class list the advantages and disadvantages of employment in child care when a person has an infant or a young child of their own. CRITICAL QUESTION: Is having your own child in a day

care center where you work a help or hindrance? Why? What guidelines would promote a positive situation?

(D) *Demonstrate effective money management.*
Ask students to prepare an article about a child care career. Have them include information on duties, education needed, job outlook, starting salary, and personal qualities needed. As a class, compile articles into a class newspaper for distribution to other students. If possible have articles printed in school newspaper. NOTE: This may be group or team projects or an FHA/HERO project. CRITICAL QUESTIONS: Which child care careers involve a higher level of responsibility? How does this compare with the level of responsibility of parents?[B] [C]

TAC 75.83
MANAGEMENT
UNIT 1

COMPETENCY (ESSENTIAL ELEMENT):

(g.1) Concepts and skills related to resources.

SUB-COMPETENCIES:

(A) *Identify types of resources.*
Have students read and report on magazine articles or textbook information related to the use of natural land resources. Include topics such as air, water, energy sources, and land uses for aesthetics, health, and production of goods and services. Reports may be oral and/or written so that students can be evaluated on communication skills as well as knowledge of the topic.[B] [C]1

(B) *Explain the concept of resource scarcity.*
Divide the class into three groups. Assign group leaders and topics on one of the major resource categories (land/environment, labor/human, capital/economic). Have each group gather information regarding scarcity of a resource in that category. The class might need to meet in the library, depending on the references available. Schedule reports for the following day, allowing about 10 minutes for each group report and about five minutes for discussion and/or questions. Evaluate students on communication skills and leadership qualities as well as knowledge of the assigned topic.[B] [C]

(C) *Relate substitutions/trade-offs to utilization of resources.*
Have students analyze the resource options that might be used in the following situation: a child in the family needs a costume for a school play. The family can buy or rent a costume, make a costume, adapt and/or alter another costume, or ask a neighbor who sews to make the costume in return for baby-sitting time. Have students write papers explaining the resources that would be required in each of the alternate solutions. Include other options which could be used to provide the costume. Evaluate students' papers on the basis of content and effective communication skills. KEY QUESTIONS: Would any of these options involve substitution or trade-offs? Why?[B] [C]

(D) *Apply procedures for conserving resources.*
Have students work together in groups to discuss ways of conserving various resources. have them elect a group leader and then work together to identify resources that are often wasted by individuals and families, such as time, energy, money, community resources, and natural resources. The groups should select one resource and suggest several ways to conserve that specific resource. Have the leader report to class. Evaluate students for leadership and communication skills in addition to report content.[C]

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TAC 75.83
MANAGEMENT
UNIT II

COMPETENCY (ESSENTIAL ELEMENT):

(g.2) *Concepts and skills related to decision making.*

SUB-COMPETENCIES:

(A) *Describe the impact of technology on management techniques.*
Ask students to collect newspapers or magazine articles dealing with new technologies. Examples include computers, compact disc players, bar code readers or scanners, video cassette recorders, satellites, and electronic banking. Discuss some of the articles in terms of how this new technology influences management techniques. KEY QUESTIONS: Does this technology enable you to have more time for other activities? Does it require more or less manpower to handle situations? Are tasks simplified or made more complex? If more complex, is the result of the task improved in proportion?

(B) *Determine sociological and psychological influences affecting decisions.*
Instruct students to observe communication and interaction processes during a group meeting such as FHA/HERO. KEY QUESTIONS: Were decisions reached effectively? What communication skills were used by group leaders to achieve goals of the agenda and make decisions? Would communication and interaction guidelines be helpful and practical in groups as well as in families, and if so what guidelines would be recommended? Have students practice using the communication guidelines with a partner and in groups.[C]

(C) *Explain the influence of personal priorities and goals on decision making.*
Have students use references to define *priority*. KEY QUESTIONS: How does establishing priorities relate to meeting personal needs and wants? What are the various methods different people use to set priorities for needs and wants? Have the class view Teaching Aid 3, Setting Priorities, which describes the establishment of priorities. Discuss what happens to lower priorities as higher priorities are reached.[B]

(D) *Relate the influence of economic systems on decision making.*
Have the students conduct a class poll on economic decision making. Ask students to interview parents or friends about an important economic decision they recently made. KEY QUESTIONS: What were your goals and how well were they satisfied? What were your alternatives and how did you choose among them? Did you have to give up anything to make this decision? What resources did you have to use? If you had to make the same decision today, would the same choice be made? Instruct students to put the answers together and write a report describing how some people make an economic decision. Evaluate the report for content and effective written communication.[B] [C]

(E) *Explain the importance of accepting and sharing responsibilities for decisions.*
As a class project, have students develop guidelines for accepting responsibility in decision making. Instruct the students to brainstorm and list situations that require decisions and would involve teenagers such as planning class schedules for the upcoming year, selecting a fund raiser for the FHA/HERO chapter, electing a new FHA/HERO chapter president, or deciding whether or not to find a summer job. Then have the class, through group consensus, decide on ways to handle the situation and show that responsibility has been accepted for the decision. Have the students report their group's findings in class. Examples of guidelines are as follows: (1) always list all alternatives, 2) evaluate all alternatives for appropriateness, and 3) once a decision is made, implement it.[C]

(F) *Apply the decision-making process.*
Have students view Teaching Aid 4, Steps to Decision Making. Discuss the steps in class, giving examples of each level.

TAC 75.83
MANAGEMENT
UNIT III

COMPETENCY (ESSENTIAL ELEMENT):

(g.3) *Concepts and skills related to self management.*

SUB-COMPETENCIES:

(A) *Relate the effects of changing lifestyles on management roles.*
Lead a class discussion on the relationship of scientific, technological, and socio-economic changes to present lifestyles in the United States. Have students use references to investigate the influence of these changes on personal and family life, including their influence on values, standards, and management techniques. KEY QUESTION: Do changes occur more rapidly now than in the past and if so, why?[B]

(B) *Summarize the effects of management on the quality of life.*
Have students use the text and other references to define *motivation* as it relates to home management. Ask students to describe a situation which one feels was managed effectively. KEY QUESTIONS: How may the manager's motivation affect the ability to manage effectively? What motivation did you have when a task was managed effectively? Have students describe a situation that was not managed well. KEY QUESTIONS: Did you complete the task? Why did you have negative feelings? What changes in conditions would have created a more positive motivation?[B]

TAC 75.83
MANAGEMENT
UNIT IV

COMPETENCY (ESSENTIAL ELEMENT):

(g.4) *Concepts and skills related to time and energy management.*

SUB-COMPETENCIES:

(A) *Apply general principles of work simplification.*
Have students keep a record of their time use for one day. Share and compare the records in class. Discuss whether or not teens manage their time effectively. Contrast quiet time, personal time, leisure time, and wasted time. Identify ways that time is wasted. On the chalkboard make a list of things that contribute to wasting time. Lead a class discussion on the relationship of management to effective use of time and energy.[B]

(B) *Describe contracted services available to the family.*
Ask students to study references for information on how to wisely select child care services. Information should include the following: how to interview applicants, how to check references, what to do about sick leave and vacation for a caregiver in a private home, what kind of agreement is needed and what it should include, how to dismiss a caregiver who is not satisfactory, what to look for in a pre-enrollment visit to a day care center, etc. Discuss and compare the information. Evaluate students on oral communication skills in addition to knowledge of the topic.[B] [C]

TAC 75.83
MANAGEMENT
CAREER OPTIONS AND ADJUSTMENTS

COMPETENCY (ESSENTIAL ELEMENT):

(a.7) *Concepts and skills related to career options and adjustments.*

SUB-COMPETENCIES:

(A) *Relate personal characteristics to the appropriate career addressed within each home economics course.*

Invite a panel of employers to speak to the class on personal characteristics that are considered when hiring new employees. Ask students to compile a list of questions for discussion prior to the panel's arrival. Have each student write a report detailing information gained following the discussion.[B] [C]

(B) *Describe management practices facilitating individuals assuming multiple roles.*
Discuss with students ways a family is affected by the career choices of its members. KEY QUESTIONS: How do the careers our parents have chosen affect your family's life style? How does a parent working at night affect a family's lifestyle? Do you have a job? How does your job affect the family's lifestyle?

(C) *Discuss demands and rewards in relation to personal and family life.*
Ask students to read current magazine and news articles regarding employment fringe benefits or rewards. Report to the class and compile a class list of the various benefits offered by employers. The list might include benefits such as transportation to and from work, child care, paid vacations, moving expenses and purchase of existing home when required to relocate, company car, health and life insurance, stock purchase or investment in the company, retirement benefits, tuition for college courses or specialized training, counseling programs for alcoholism and drug problems, etc. KEY QUESTIONS: Which of these benefits would be considered basic or traditional? What new fringe benefits may be offered in the future? What are some intrinsic rewards offered by the job?

TAC 75.83
CONSUMER AND FAMILY ECONOMICS
UNIT I

COMPETENCY (ESSENTIAL ELEMENT):

(h.1) *Concepts and skills related to family economics.*

SUB-COMPETENCIES:

(A) *Relate the family life cycle to family economics.*
Have students select four stages of the life cycle to research using classroom and library resources. Ask students to interview four individuals representing the four stages of the life cycle. Have students write a report summarizing their research and interviews. The report should include the following: Brief definitions of each stage, where the individual is now, how the stages have affected their family, the longest and shortest stages, and the economic factors to consider in each stage. In addition to their reports, have students prepare an oral presentation using visuals to depict where the four individuals are in the life cycle.[B]2

(B) *Analyze the relationship of family financial behavior and personal priorities and goals.*
Ask each student to write a definition of the words *priority* and *value*. Have students work in small groups to compare, combine, and create a group definition. Ask students to share definitions with class. Possible definitions would include the beliefs in what is most important, best, or beautiful to the individual. Point out that priorities and values guide actions in the things people do, and the choices people make. Discuss priorities and values as things which people consider important, base ideals and principles on, can change, use to sort out information, use to make decisions, live by, choose freely, cherish, and repeatedly act upon. KEY QUESTIONS: Where do people get their personal priorities? What factors influence priorities? Why do people need to recognize their

---

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

priorities? Can priorities be changed? Should people impose their personal priorities on others? Why? Why not? What are examples of major American priorities?

(C) *Relate the decision making process to financial planning.*
Ask the students to make a list of some of the decisions individuals and families face. Apply the steps in the decision making process to identify possible solutions. Students may vote on the solution they think is best. This activity could be used in planning a fund raiser, banquet, etc.

(D) *Describe an effective spending plan and record keeping system.*
Have students brainstorm to define a *spending plan.* Was the definition similar to the following? A spending plan is a guide for spending and saving money which lets an individual or a family meet goals and live within income. Lead a class discussion on planned reasons for making spending plans. Cite examples where planning or the lack of planning has affected family satisfaction. Show students Teaching Aid 5, Weigh the Advantages of Planned Spending, to identify the advantages of planned spending. KEY QUESTIONS: Is a spending plan a budget? How may planned spending affect each family member?

(E) *Relate personal spending patterns to external economic influences and outcomes.*
Divide students into three groups. Have each group prepare an oral class presentation on the effects of teenage spending on self, family, and society. Groups should interview at least two teenagers and use at least one reference (i.e. *U.S. News and World Report, Changing Times,* or others) to develop the reports. Findings can be presented to class, using visual aids such as posters, graphs, charts, or drawings.

TAC 75.83
CONSUMER AND FAMILY ECONOMICS
UNIT II

COMPETENCY (ESSENTIAL ELEMENT):

(h.2) *Concepts and skills related to consumers in the economy.*

SUB-COMPETENCIES:

(A) *List characteristics of a free enterprise system.*
Pass out copies of the information sheet on Teaching Aid 6, Basic Economic Concepts, for the students to read. Discuss each of the basic economic concepts of the free enterprise system.

(B) *Explain how the American market system functions.*
Ask students to use classroom references to define *market system.* Their definition may be similar to "a system where consumers vote by buying or not buying specific services and goods thus determining what and how much will be produced." Point out that each individual has three basic economic roles: worker (receiver of income); consumer (user of income); and citizen (joins with others in collective decision making). Explain the importance of the economic roles of worker, consumer, and citizen in the American economy. Ask students to give examples of the ways they participated in the various individual roles in our economy. Lead a class discussion on supply and demand as related to the market system.[C]

(C) *Determine the role of competition and profit incentives in business.*
Have students research class textbooks and periodicals to define *profit.* Form a class definition for profit from definitions. A possible definition: "A financial gain, after all expenses are paid, resulting from the use of capital in a transaction." Lead a class discussion on profit motive and point out that the profit motive is a financial reason to produce services or goods. KEY QUESTIONS: What is the role of profit in a market economy? How does profit determine whether or not a product will be produced? Why might a product that satisfies wants and needs not be produced? What does business do with profits? How might profit benefit workers? How does the profit motive influence the services and goods which are produced in our economic system? Why do some companies have a higher rate of profit than others?

(D) *Relate the business cycle to economic conditions.*
Have students view Teaching Aid 7, Phases of Business Cycle, to compare the business cycle phases. KEY QUESTIONS: How do the four phases affect wages, production rates, opportunities for employment, and costs of goods? What is the effect of an upswing of business activity? Why does cost increase create a demand for higher wages? Why do higher wages create higher costs for services? What phase of the cycle is the United States currently in? In what ways could the local phase of the business cycle be independent from that of the nation.

(E) *Explain the influence of international trade on the family.*
Define *import* and *export.* (Possible definitions include the following: Imports are goods bought from another country. Exports are goods sold to another country.) Have students research classroom resources or government publications to list at least 10 items the United States imports. (Listings might include: spices, tea, diamonds, wool, zinc, chrome, cobalt, etc.) KEY QUESTIONS: How does importing affect prices and profits in the United States? How do these price increases or decreases affect the family? How would discontinuing trade affect families in the United States?

TAC 75.83
CONSUMER AND FAMILY ECONOMICS
UNIT III

COMPETENCY (ESSENTIAL ELEMENT):

(h.3) *Concepts and skills related to the role of government.*

SUB-COMPETENCIES:

(A) *Describe the role of government in the American economy.*
Lead a class discussion on how consumers financially support government protection and services. Example: paying state, local and federal taxes. KEY QUESTIONS: What are the purposes of taxation? (Possible answers include: cover government costs; insure that most, if not all, citizens support government economically; allow government to provide public services; a reduction or increase of nationwide activity.) What are the effects of increasing taxes? decreasing taxes? (Possible answers might be: increasing taxes decreases consumer's available money to spend or decreasing taxes increases economic activity.) How is the government affected by increasing taxes? decreasing taxes? How do taxes affect the consumer in the marketplace? the producer? How many different levels of government have contributed money to the classes in the local high school? How important is government aid to education? How does the state and local government aid groups of people with special needs?

(B) *Identify local, state, and national government services and legislation affecting the family as consumers.*
Divide the students into small groups to work and study classroom and library references to learn about government legislation that affects the consumer. Ask the groups to appoint a leader to take notes and report findings to class.[B] [C]

(C) *Summarize the concept of opportunity costs in relation to tax responsibilities and government regulations.*
Have the students describe and record benefits citizens receive as a result of taxes, such as recreational facilities, parks, libraries, protection, highways, and educational materials. KEY QUESTIONS: Who pays for parks? Who pays for streets and roads? for repairing them? Who pays the salaries of policemen? firemen? city librarians? teachers? Who pays for putting students through school?[B]

TAC 75.83
CONSUMER AND FAMILY ECONOMICS
UNIT IV

COMPETENCY (ESSENTIAL ELEMENT):

(h.4) *Concepts and skills related to consumer purchasing and assertiveness.*

SUB-COMPETENCIES:

(A) *Evaluate factors which influence consumer purchases of goods and services.*
Have students work in buzz groups and discuss their reactions to trading stamps, rebates, coupons, prizes, and contests. KEY QUESTIONS: What effect do these have on buying practices? How should an individual determine whether or not to buy where trading stamps are given, coupons are accepted, or prizes are awarded?

(B) *Identify guidelines for consumer purchasing.*
Have students view the transparency on Teaching Aid 8, Comparing Goods and Services. Lead the class in a discussion of what to look for when comparing goods and services. KEY QUESTION: How would a consumer weigh the results of a comparison made on a product when the best buy is not obvious?

(C) *Describe the rights and responsibilities of consumers.*
Have students view Teaching Aid 9, Basic Consumer Rights. Discuss the rights of the consumer as outlined by President Kennedy and point out that the right to redress and the right to consumer education were added by other presidents later.

(D) *Outline ways to protect against fraudulent and deceptive practices.*
Provide students with magazine or newspaper ads. Have them work individually or in small groups to select an example of each of the following advertisement frauds:

1) Exaggerated statements or claims
2) Testimonials from unauthorized sources
3) Misleading price information
4) Unfair criticism of competition
5) Unsupported claims made by authorities.

Students can discuss ads and types of frauds.

TAC 75.83
CONSUMER AND FAMILY ECONOMICS
UNIT V

COMPETENCY (ESSENTIAL ELEMENT):

(h.5) *Concepts and skills related to obtaining income.*

SUB-COMPETENCIES:

(A) *Identify methods of and influences on obtaining income.*
Ask students to study resources in the classroom or library to find information on sources of income other than salaries and wages. Examples include: social security payments to dependent children and retired people, food stamps, welfare, unemployment benefits, disability payments, etc. KEY QUESTIONS: What are the eligibility requirements for these programs and what are the amounts currently being paid? How are these obtained?[B]

(B) *Analyze the psychological aspects of money.*
Discuss the psychological aspects of money. Ask each student to write on a piece of paper three things that money means to them. Point out how some individuals place great importance on material things, others may place great importance on freedom, adventure, excitement, knowledge, or personal and family relationships. Discuss how personal priorities and goals will affect their feelings about money. Ask students to study their lists and determine if their personal priorities and goals were expressed.[B]

(C) *Compare sources and cost of credit.*
Have students work in groups and use references to answer the following KEY QUESTIONS: What is credit? Where can one go to borrow money? What types of credit are available from each of the sources? What effect does one's credit rating have on the ability to borrow money? Lead a class discussion on the role of consumer credit in helping individuals and families maintain a satisfying life style. Ask students to brainstorm for general advantages or disadvantages of using credit.[B]

(D) *Describe responsible use of credit.*
Have students write a paper concerning the use of credit. In the first paragraph have students write a story about a family or individual who misuses credit. In the second paragraph, have students describe a family or individual using credit wisely. Have students indicate attitudes which contribute to the way the subjects use credit. In a summary paragraph, instruct students to point out benefits from wise use and problems from unwise use of credit. Evaluate papers in terms of the student's ability to communicate effectively.[B] [C]

TAC 75.83
CONSUMER AND FAMILY ECONOMICS
UNIT VI

COMPETENCY (ESSENTIAL ELEMENT):

(h.6) *Concepts and skills related to protecting family economic security.*

SUB-COMPETENCIES:

(A) *Explain the functions, types, and services of financial institutions.*
Invite a panel of four experts, representing a bank, a savings and loan, a credit union, and a savings bank to speak to the class. Ask them to be prepared to explain the services each type of institution provides. If all four types of financial institutions are not available in your community, delete one or more panel members. Ask students to prepare questions in advance and participate in any discussions. KEY QUESTIONS: How does the banking system increase the public's awareness of the services that are available? What percentage of families and individuals make use of the different services offered?

(B) *Identify saving and investment opportunities.*
Participate in an investment game in class. Each person pretends to have $2,500 to invest. On beginning day, each student selects one or more stocks to purchase. Once a week, the stock market report is reviewed to see if the stock is gaining or losing. The first week, students may need help in how to read the stock market report. Students keep their own records of numbers of shares, names of companies, and price per share on purchase and review dates. Also record if any additional stock is purchased, sold, or traded for another. At the end of four weeks, total the assets to determine if money was made or lost and report to the class.[B]

(C) *Relate insurance types to family needs.*
Have students read references to learn about property and liability insurance. KEY QUESTIONS: What is the purpose of property insurance? What is the purpose of liability insurance? What is the greatest risk to property? Were risks such as fire, wind, hail, lightning, burglary and theft, vehicle damage, smoke, vandalism, falling objects, explosion, riot and commotion included? What does the term *extended coverage* mean? What is a renter's or tenant's policy? What does a renter's or tenant's policy cover? Evaluate for knowledge and communication skills.[B] [C]

(D) *Explain the relationship between social security and family financial security.*
Obtain booklets from the social security office or post office. Have students read the booklets for details of how the programs operate. KEY QUESTIONS: Who is eligible for benefits? Who can contribute to these programs? What is the rate that is currently deducted from paychecks to finance the programs? When was the deduction rate last increased? When will it be increased again?[B]

TAC 75.83
CONSUMER AND FAMILY ECONOMICS
CAREER OPTIONS AND ADJUSTMENTS

COMPETENCY (ESSENTIAL ELEMENT):

(a.7) *Concepts and skills related to consumer careers.*

SUB-COMPETENCIES:

(A) *Relate personal characteristics to the appropriate career addressed within each home economics course.*

Have students study recent periodicals, newspapers, and government publications such as *Occupational Outlook Handbook* to identify careers in consumer and family economics. Include the following: consumer information specialist, marketing specialist, family counselor, home economics, teacher of consumer education, dietitian, nutritional technical, financial counselor, scientist, chemist, product tester, writer, fashion coordinator, and consumer consultant. Ask each student to analyze a specific job or career they are interested in and determine how they might prepare for the position, advance in that position, or move to other positions. Students can share findings with class members.[C]

(B) *Describe management practices facilitating individuals assuming multiple roles.*

Have students search the yellow pages in the telephone book to determine how many businesses in the community are related to consumer economics. Students can work in small groups and brainstorm for ideas on the needs of the community. They should consider the size, economy, and number of established businesses related to consumer economics. Have students prepare a class list of possible businesses in the community. Have the class select three of the possible businesses from the list prepared by the class. Students can develop a questionnaire to use in determining the reaction of the community to the proposed businesses. The questionnaire can be distributed to groups of people that would be consumers. Students can tally the results and predict the success or failure of the proposed business.[C]

TAC 75.83
FOOD SCIENCE AND NUTRITION
UNIT I

COMPETENCY (ESSENTIAL ELEMENT):

(i.1) *Concepts and skills related to nutrition.*

SUB-COMPETENCIES:

(A) *Discuss the functions and sources of nutrients.*

Have students read and study information related to fat soluble and water soluble vitamins. Divide the class into small groups and have students discuss and answer the following questions. KEY QUESTIONS: Which vitamins are fat soluble? Which vitamins are water soluble? Which vitamins can be stored by the body? Which ones must be replaced daily? What are the functions of each vitamin, food sources, and health problems associated with too little or too much of the vitamin? Ask each group to report their findings to the class.[C]

(B) *Analyze the relationship of digestion and metabolism to health.*

Have students divide into groups. Assign the groups to report on either carbohydrates, fats, or proteins by preparing a chart or poster which illustrates the digestion of their nutrient. Have each

---

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

group prepare an oral report presenting the digestive process for their nutrient to present to the class.[C]

(C) *Determine nutritional needs throughout the life cycle.*
Have students study resources and develop a time line for growth spurts. Discuss increased nutritional needs during periods of increased growth. KEY QUESTIONS: Are there specific times when additional calories may be required? What foods might be included in the diet to meet the increased nutritional needs? How can the additional calories for growth be met without ultimately resulting in weight gain?

(D) *Assess long term effects of food choices on health.*
Have students analyze their current dietary pattern. Ask them to determine the adequacy of their present diet. KEY QUESTIONS: What nutrients are lacking in the current diet? If the nutrients continue to be omitted, what are the potential effects on future health? What diet changes can be made to correct dietary problems?

(E) *Compare various guidelines for dietary planning.*
Have students plan a three day menu based on Recommended Dietary Allowances, on the National Dietary Goals and Guidelines, and on the Food Guides in Dietary Planning. KEY QUESTIONS: Which guide was easiest to follow in planning the menus? Are the menus similar? Could your menu be the same following each plan? What are the advantages and disadvantages of each plan?

(F) *Analyze nutritional adequacy of selected diets.*
Using references, define the term *vegetarian* and describe the different types of vegetarians. Present information on complete and incomplete proteins. KEY QUESTIONS: Can a vegetarian diet be nutritionally adequate? How can a vegetarian plan to meet nutritional requirements?

(G) *Relate food intake to individual and family health.*
Lead a class discussion on the food habits of teens. KEY QUESTIONS: Do they eat more fast foods than the average adult? Do they tend to eat many snack foods? How concerned are teens with weight and appearance? What effect can fast foods and snack foods have on achieving a balanced diet with adequate nutrition?

(H) *Evaluate nutrition information for reliability.*
Utilizing the checklist established to judge the reliability of nutrition articles, have students locate an article in a magazine or the newspaper and analyze the information according to the guidelines. Have students prepare a report to present to the class.[B]

(I) *Compare food fads, fallacies, and facts.*
Ask students to interview parents, grandparents, or other adult relatives to ask them questions about nutrition that may lead to some of the misconceptions that many people have. Some questions might focus on weight loss, on cholesterol consumption, on eating red meat, and other topics. Have students report their findings to the class.[C]

TAC 75.83
FOOD SCIENCE AND NUTRITION
UNIT II

COMPETENCY (ESSENTIAL ELEMENT):

(i.2) *Concepts and skills related to the cultural influence on food and nutrition.*

SUB-COMPETENCIES:

(A) *Compare cultural influences on individual and family food options.*
Lead a class discussion on the role of culture, tradition, religion, and social status in the symbolism. KEY QUESTIONS: What is a food symbol? Who uses foods as symbols? How do cultures and religions use foods as symbols? What groups other then religious oriented ones use foods as symbols?

(B) *Analyze nutritional adequacy of diets representative of different cultures.*
Have students secure information on foods and meal patterns of other cultures and/or ethnic groups. Attempt to obtain not only descriptions of the foods, but also locate cookbooks that may be appropriate. In class, prepare a chart that analyzes the nutritional adequacy of the diets. For example, use the daily food guide and determine how each country or ethnic group includes each of the food groups in their diet.

TAC 75.83
FOOD SCIENCE AND NUTRITION
UNIT III

COMPETENCY (ESSENTIAL ELEMENT):

(i.3) *Concepts and skills related to management.*

SUB-COMPETENCIES:

(A) *Apply principles of consumerism.*
As a class, compare various qualities of products, such as name brand manufacturers to generic brands. Items might include canned or frozen foods. Compare for cost, taste, nutritional quality, appearance, and overall acceptability. Make a chart or poster to illustrate the findings.[C] [B]

(B) *Apply management skills in meeting daily food needs.*
Discuss the relationship between energy management, time management, and cost. Focus on reasons why energy required to prepare foods might be a more important factor than the cost of an item or the time required to prepare. KEY QUESTIONS: What are energy management, time management, and money management? How can one prioritize these factors?

(C) *Relate the effects of work space and equipment on meal preparation.*
Have students find pictures of poorly designed kitchens and well-planned kitchens. Students could work in pairs or groups and report to the class. KEY QUESTIONS: Would it be easy or difficult to work in this kitchen? Would it be appropriate for more than one person? What kinds of things do you look for when you think about how you prepare food in a kitchen? How do these factors affect food preparation: storage areas, counter space, traffic patterns, height of counters and cupboards, lighting, ease of cleaning, refrigerator, sink, dishwasher, space for small equipment, ability for clean up, number of people working in the kitchen?[C]

(D) *Apply safety and sanitation procedures in food preparation tasks.*
Appoint students to serve as equipment and tool safety specialists for the class. Have students research and present written reports or demonstrations on assigned pieces of food preparation equipment and tools. Have students become skilled in proper safety precautions for cleaning, appropriate placement in the laboratory when in use, and recommendations for the best storage location for equipment and tools. Evaluate students' written reports on the basis of content and effective communication skills. KEY QUESTIONS: How should the pieces of equipment be used and cleaned? What types of accidents may occur if proper safety, use, and storage are not observed?[B] [C]

(E) *Prepare nutritious meals appropriate for families and other groups.*
Have students suggest all types of foods that might be included in a packed lunch or dinner. Write the suggestions on the board. Discuss the nutritional value of the items, the cost of the items, the convenience of the items, and if the lunch would require heating or other preparation at the time of eating such as bringing leftovers from dinner the night before. As a class, discuss the advantages and disadvantages of packing meats.

(F) *Plan nutritious diets to meet various budgetary needs.*
Lead a class discussion on the USDA Guide for Food Planning and food budgeting. KEY QUESTIONS: How does impulse buying effect a budget? Should you shop when you are hungry?

What is the purpose of a shopping list? How can a family on a very limited income eat out? How can purchasing sale items or using coupons help save money?

TAC 75.83
FOOD SCIENCE AND NUTRITION
UNIT IV

COMPETENCY (ESSENTIAL ELEMENT):

(i.4) *Concepts and skills relating food and nutrition to special needs.*

SUB-COMPETENCIES:

(A) *Compare special dietary needs caused by age and health conditions.*

Using reference materials, have students prepare a written report on one of the following dietary related problems: calcium, iron, protein, or calories. Have students present the report to the class. Lead a class discussion on dietary needs that are related to age. Evaluate the reports on the basis of effective written and oral communication skills and content. KEY QUESTIONS: How are the nutrient requirements and/or uses changed as a function of age? Are these nutrients a possible cause of age related diseases or health problems?[B]

(B) *Contrast special dietary needs related to sports and other activities.*

Provide information on nutritional needs during physical conditioning, including weight lifting to improve weight and muscle development, pre-game meals and fluid replacement while engaging in physical conditioning. KEY QUESTIONS: What are carbohydrate loading and protein loading? What is the role of supplementation for a person who is in a physical conditioning program? What would be an appropriate pre-game meal? What is dehydration?

(C) *Differentiate eating disorders, their effects, and treatment.*

Have students write an article for a magazine that would define and discuss the various eating disorders: *food binging*, *anorexia nervosa*, and *bulimia*, or have students create a fictitious story about a student with an eating disorder.[B]

(D) *Propose ways persons in self care such as children, elderly, and handicapped may meet nutritional needs.*

Have the class list possible equipment and preparation methods which can be utilized by children in the kitchen. Make two columns on the chalkboard with one headed "Appropriate for Children" and the other column headed "Inappropriate for Children". Place the suggestions in the best column. KEY QUESTIONS: Are there a variety of equipment choices and preparation methods that would be appropriate for children? What instructions or teaching would be necessary to enable a child to utilize equipment and prepare foods?

TAC 75.83
FOOD SCIENCE AND NUTRITION
CAREER OPTIONS AND ADJUSTMENTS

COMPETENCY (ESSENTIAL ELEMENT):

(a.7) *Concepts and skills related to career options and adjustments.*

SUB-COMPETENCIES:

(A) *Relate personal characteristics to the appropriate career(s) addressed within each home economics course.*

Have each of the students choose a job in the food industry or a professional position in the career fields of food science or nutrition and conduct an analysis of what employers would look for when hiring a person to do this job. Using the classroom, library, assistance from vocational counselors, and interviews with local employers, each student should do research about the particular job, writing a report about the responsibilities of the position, the necessary qualifications of an

employee in the job, where employers advertise the job, and what a prospective employee would have to demonstrate to an employer in order to be hired.[B] [C]

(B) *Describe management practices facilitating individuals assuming multiple roles.*
Lead students to brainstorm and list multiple roles an individual might have if he or she has a career in food science and nutrition and also is a homemaker, parent and/or spouse. KEY QUESTIONS: What kinds of management practices would be needed to fulfill these multiple roles to the best of one's ability? How would a person's career affect that person's life style? What effect would the career have on the person's family and their total life style?[C]

(C) *Discuss demands and rewards in relation to personal and family life.*
Have students select careers related to food science and nutrition that interest them. Have students interview people employed in the career. KEY QUESTIONS: How did the person get started in his/her career? What education and/or training was required to get the position? What are the demands of the career? What are methods for managing the demands? Can career demands be positive as well as negative? How? What opportunities for advancement are available? What are the advantages and disadvantages of employment in the career area? Why?[C]

(D) *Demonstrate effective money management.*
Using resource materials, have students write a report on financial benefits of employment. Include items such as insurance, uniforms, housing, meals, transportation, travel expenses and employee expenses. Have students address the following questions. Evaluate students' papers on the basis of effective communication skills and content. KEY QUESTIONS: How do fringe benefits affect total salary? How can fringe benefits influence a person considering a job? Why is it important to weigh the fringe benefits of one job against those offered by another?[B] [C]

TAC 75.83
ADVANCED FOOD SCIENCE AND NUTRITION
UNIT I

COMPETENCY (ESSENTIAL ELEMENT):

(j.1) *Concepts and skills related to significance of nutrition.*

SUB-COMPETENCIES:

(A) *Analyze the influence of economics on obtaining adequate nutrition.*
Have students study resources for suggestions of ways to reduce the cost of food in one's diet. Assign students to demonstrate food preparation techniques which cut costs, such as making yogurt, granola, baby foods, breads, and bulk mixes at home rather than buying these products. Have students determine the cost of the items if purchased and the cost of the items if prepared at home. KEY QUESTION: What are the hidden costs, if any?[B]

(B) *Relate the role of nutrition to the prevention and treatment of health problems.*
Have students review resources to obtain information on nutrition and the common cold, nutrition and cancer, and nutrition and heart disease. Have students use the reference materials to prepare a report, book analysis, or review of an article which discusses a particular fact or claim. Have the students present the information to the class through short oral reports.[B] [C]

(C) *Plan diets to meet special dietary needs.*
Have students prepare a list of foods with hidden sugar and sodium. List the foods on the board or on a poster. Lead a class discussion on these hidden sources and how often they are consumed. Refer to Teaching Aid 10, Sodium Content of Selected Foods, and Teaching Aid 11, Sugar

---

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

Content of Breakfast Cereals. Using Teaching Aid 12, Create a Low-Sugar Menu, and Teaching Aid 13, Create a Low-Sodium Menu, have students make menu substitutions to improve the sample menus. KEY QUESTIONS: How important is knowledge about hidden sugar and sodium in foods? How can consumers be aware of hidden nutrients?

(D) *Summarize methods for retaining nutrients in foods.*
Lead a class discussion on the importance of retaining nutrients in processed foods Include in the discussion that more people are eating more processed foods than in previous years. This is happening due to technology, available time for preparation, and changing life styles.

(E) *Assess the safety factors of various intentional and incidental food additives.*
Distribute food labels for a number of products which are new to grocery store shelves, including items which are advertised as low calorie foods. Have the students analyze the labels to compile a list of chemical agents commonly added to foods. Using a current listing of safe additives from a FDA publication or other reference, have the students identify additives which appear on the list and those which do not. Discuss how they might find out if an additive not appearing on the list is safe for human consumption, reviewing FDA regulations which permit the introduction of newly developed additives.

(F) *Determine factors affecting the world food supply.*
Refer to resources which provide lists of major disasters throughout the world which have caused a major loss of human life. As a class, discuss the causes and consequences of these disasters and hypothesize how the food supply to an area of the world might have been disrupted in relation to this disaster. Consider food production and distribution problems which may have precipitated the disaster or have been the result of its occurrence. Determine which of these disasters was man-made and which were the result of an ecological imbalance such as a drought or other natural occurrence such as an earthquake or tidal wave.

(G) *Describe international organizations contributing to improved nutrition.*
Show students Teaching Aid 14, Program Goals of the World Health Organization (WHO). Divide the class into small groups and have each group take one of the goals from the list to investigate in greater detail. Using dictionaries, nutrition science texts, and medical/health guides for lay persons, have each group of students prepare to explain the meaning of a goal by paraphrasing it in simpler language. In addition, help the students to hypothesize about how the goal could be implemented through specific activities of the organization and to describe how it would improve the health of people around the world if it was successfully accomplished. Have each group select a reporter to explain their conclusions to the rest of the class.[B]

(H) *Relate nutrition to international trade, governmental relations, and world progress.*
As an enrichment experience or as a supervised occupational activity, research nutritional deficiencies in selected underdeveloped countries. Give a written report of the research findings including the types and frequency of occurrence of the nutritional deficiencies. KEY QUESTIONS: What food relief or nutritional programs have been implemented in the identified underdeveloped countries to help alleviate nutritional deficiencies? Is there evidence of the effectiveness of the food relief programs?[B]

TAC 75.83
ADVANCED FOOD SCIENCE AND NUTRITION
UNIT II

COMPETENCY (ESSENTIAL ELEMENT):

(j.2) *Concepts and skills related to food processing and marketing.*

SUB-COMPETENCIES:

(A) *Summarize the scientific and creative aspects of food processing and marketing.*

Lead a class discussion on product marketing, defining the term *marketing*, and describing how a product can be marketed effectively in different ways. Have students view Teaching Aid 15, Ways to Market a Product. During the discussion, encourage the students to identify products which are memorable because they have been marketed using one or more of the techniques listed in the teaching aid.

(B) *Outline safety and sanitation considerations for food processing and packaging.*
Show Teaching Aid 16, Temperature of Food for Control of Bacteria, to students. Have students read references on botulism and other food contaminants. Determine sanitation and safety practices to prevent botulism and other types of food contamination when preserving goods. Summarize the findings by writing a list of guidelines to follow when caning, storing, and handling food.[B]

(C) *Assess methods for processing foods.*
Purchase several processed forms of three or four food items which can be compared in appearance, flavor, and palatability. Ideally, the food selected will be available in canned, frozen, dried, and irradiated forms. Possible food items are apples (sliced), various meat products, or nonfat milk. NOTE: If milk is not available in frozen form, freeze a small container for demonstration purposes. Use evaporated skimmed milk as the canned form of the product. Have students prepare a rating scale to compare the desirability of the reconstituted or thawed forms of the products through an analysis of taste and appearance. Discuss the differences and similarities among the various forms of the products, comparing the cost per unit (ounce or gram), shelf life, and storage requirements in terms of space and equipment. Select the best methods of preservation across food products and for each specific food according to criteria established by the class.

(D) *Analyze the impact of processing on product quality, nutrition, and taste.*
Have students conduct experiments similar to those described above with commercially processed foods. Have them compare reconstituted foods which are available in dehydrated form, such as freeze-dried products sold as lightweight entrees for camping trips, with fresh forms of the same foods. If the students determine that there has been a loss in quality as a result of processing, require them to provide evidence such as measurements, rating scale scores, photographs, etc. which support their conclusions.[B]

(E) *Discuss chemical reactions that occur during food processing.*
Write the following three categories on the chalkboard: "Perishable Foods, Semi-Perishable Foods, and Shelf-Stable Foods." Have students examine classroom references to identify several fresh or unprocessed foods which can be identified to list under each category. Have the students refer to the list of processes in the previous activity and identify one or more processes which would be appropriate to apply to the individual foods they listed under each category heading. Have them explain why the process is appropriate for the particular food.

TAC 75.83
ADVANCED FOOD SCIENCE AND NUTRITION
UNIT III

COMPETENCY (ESSENTIAL ELEMENT):

(j.3) *Concepts and skills related to food science and food products.*

SUB-COMPETENCIES:

(A) *Evaluate the quality of food products for compliance with established standards.*
Lead a class discussion on the various organizations which set standards for food products, their functions and methods of evaluating food products. Examples are the Food and Drug Administration, United States Department of Agriculture, United States Public Health Service, National Marine and Fisheries Bureau of the United States Department of Commerce, The Federal Trade Commission, and the Consumer Products Safety Commission. KEY QUESTIONS: What

standards are set? Are some food products omitted from standards? Why are the standards necessary? Who funds the cost for standards?

(B) *Determine the effect of various forms of ingredients on food products.*
Display examples of canned and frozen foods to the class so that they can compare quality and cost of each. Compare such items as canned and frozen juices or canned and frozen vegetables. List the pros and cons of purchasing these items and discuss how they can be effectively used alone or in preparing other food items such as casseroles or baked products. Determine the unit price and/or price per serving for each food.[B]

(C) *Determine the effect of various manipulative procedures on the quality of selected food products.*
As a laboratory activity, have students prepare a baked product such as muffins, biscuits, or other quick breads to determine the differences in hand mixing versus mechanical mixing. Preparation of several items will provide for better comparison. Have specified groups use hand mixing and others mechanical. Display the products and compare for quality and texture. KEY QUESTIONS: Is mechanical mixing always superior to hand mixing? What food items work best with a particular manipulation procedure?[C]

(D) *Determine the effect of various cooking utensils on food products.*
As a laboratory experience, have students prepare selected packaged convenience foods using a variety of cooking utensils which vary in composition (clear glass, opaque glass, shiny aluminum, or darkened aluminum) and size and shape. Have the students compare the products and determine if baking utensils of different composition require adjustments in baking times or temperatures. Discuss the reasons why the products varied in doneness and browning.

(E) *Determine the effect of various temperatures on food products.*
In two laboratory activities, compare the preparation of vegetables using methods of steaming, stir frying, pressure cooking, boiling, microwave cooking, broiling, and grilling. Vegetables which would be good choices might include broccoli, potatoes, squash or others. KEY QUESTIONS: How does the choice of cooking method affect foods? Can it be concluded that some foods are better prepared by one method than another? For example, which vegetables would best be prepared in a microwave oven? by stir frying?

(F) *Evaluate the effect of various leavening agents on food products.*
Have one-half of the class prepare a pizza dough recipe which is leavened with baking powder and the other half of the class prepare a pizza dough which is leavened with yeast and bake small cheese pizzas for comparison purposes. Have the students develop rating scales to use to compare the pizza crusts in color, flavor, and texture. Similar laboratory comparisons could be conducted using recipes for breads (yeast and quick breads) or cakes (angel food cakes compared with butter cakes).

(G) *Analyze principles of protein, vitamin, and carbohydrate cookery.*
Have students experiment to determine the preferred cooking methods and temperatures for preparing fabricated analogs which simulate meat, fish, poultry, fish, or seafood. Have the students compare the palatability of these analogs with the foods they simulate and with substitutes which contain a combination of the analogs and the real food. Refer to a food science laboratory manual for experiments which can be conducted in class that permit students to study the factors affecting the consistency of food products which are thickened using starch granules.[B] [C]

(H) *Analyze factors which affect fat absorption when frying foods.*
Have students participate in a laboratory experiment on retention of fats in foods while frying. Measure the amount of fat to be used in frying, fry the food, and measure the remaining fat after the product has been cooked. NOTE: Different groups of students could use different types of fat. Analyze why some foods absorb more fats than others. KEY QUESTIONS: Has there been water collected in the fat? Why or why not? How much has collected? How much fat is remaining? What happened to the missing fat?

(I) *Determine methods for making food products more nutritious.*
Have the students conduct recipe development experiments to determine how much sugar, salt, or fat can be removed from recipes before the palatability or texture is affected significantly. Have students perform similar experiments to increase the fiber content in recipes. KEY QUESTIONS: Why can't all sugar, fat, or salt be removed from a recipe without negatively affecting the final product? What roles do they play? Do some recipes prescribe more sugar, salt, or fat than is necessary for a successful product? What ingredients can be added to certain foods to increase the fiber content? Why is fiber important to the body? Why did the recipe initially not have the increased fiber content?

TAC 75.83
ADVANCED FOOD SCIENCE AND NUTRITION
UNIT IV

COMPETENCY (ESSENTIAL ELEMENT):

(j.4) *Concepts and skills related to foods and nutrition technology.*

SUB-COMPETENCIES:

(A) *Evaluate new forms and sources of foods and food products.*
Have students write a creative paper which describes foods which may be a part of the diet in the year 2020. KEY QUESTIONS: Do you think you will be eating the same foods in the future? Why might it be necessary to eat different foods? What foods might be available in 2020?[B]

(B) *Summarize major research in nutrition and food science.*
If lab facilities are available, conduct a simple animal nutrition experiment. For example, rats can be fed a diet high in saturated fat compared to a low and/or polyunsaturated fat diet. Records of the food intake, weight gain, and appearance can be charted and compared for the groups of animals. Results can be written in a short article.[B]

(C) *Discuss the effect of technology on food and nutrition and food supply, marketing, and distribution.*
Invite a local grocery store owner, a food wholesaler, or a representative of a trucking company to speak to the class about the distribution problems in the food industry. Ask the speaker to identify foods which are difficult to transport, store, and/or handle when loading and unloading. Have the students ask questions about why particular foods are not readily available in retail stores in certain seasons of the year. Discuss how the costs of food distribution affect the overall cost of the foods in retail markets.

(D) *Propose ways to disseminate and use reliable nutrition information.*
Obtain nutrition and food science information such as pamphlets, articles, or other materials from reliable sources and present to the class. Discuss with students the valid and reliable sources of nutrition and food science information. Describe ways the lay person can obtain this information.

TAC 75.83
ADVANCED FOOD SCIENCE AND NUTRITION
CAREER OPTIONS AND ADJUSTMENTS

COMPETENCY (ESSENTIAL ELEMENT):

(a.7) *Concepts and skills related to career options and adjustments.*

SUB-COMPETENCIES:

(A) *Relate personal characteristics to the appropriate career(s) addressed within each home economics course.*
Have each of the students choose a job in the food industry or a professional position in the career fields of food science or nutrition and conduct an analysis of what employers would look for when hiring a person to do this job. Using classroom resources, library references, assistance from

vocational counselors, and information from interviews with local employers each student should write a report about the responsibilities of a particular job, the necessary qualifications of an employee in the job, where employers advertise the job, and what a prospective employee would have to demonstrate to an employer in order to be hired.[B] [C]

(B) *Describe management practices facilitating individuals assuming multiple roles.*
Provide a list of management skills such as allocating time so that necessary activities can be completed or handling money effectively to students. Have them indicate the extent to which they are now satisfied with their abilities to perform these skills well in their daily lives. After the review, encourage them to choose at least one management skill that they could work on improving prior to being challenged to do so by taking on new personal roles and work responsibilities.

(C) *Discuss demands and rewards in relation to personal and family life.*
Have students identify the reasons why a person might like a food science and nutrition career. Pose the question, "What would make one better prepared for promotions and advancement on the career ladder?" Follow with a discussion regarding how technology is changing occupations and the importance of a person continuing to stay up-to-date on industry advancements. CRITICAL QUESTIONS: What occupations within food science and nutrition could be affected by technology? Why? What could a person do to prepare for changes?[C]

(D) *Demonstrate effective money management.*
Have students determine an average salary for entry level, mid-management, and management positions in careers related to food science and nutrition. After determining the average salaries, have students work in groups to develop profiles of different sizes of families and develop a budget at each salary level for a family. KEY QUESTIONS: How adequate is income for family described? Will it be adequate for a single-income family? Will it be adequate for a permanent situation or strictly transitional? What basic standard of living could a family expect?[B] [C]

TAC 75.83
FAMILY AND INDIVIDUAL HEALTH
UNIT I

COMPETENCY (ESSENTIAL ELEMENT):

(1.1) *Concepts and skills related to personal health and wellness.*

SUB-COMPETENCIES:

(A) *Analyze individual and family health decisions, influencing factors, and implications.*
Invite a representative of a business offering a wellness program to its employees to class to explain the company's program. Have students prepare questions in advance for the resource speaker. KEY QUESTIONS: What are the reasons companies offer wellness programs to employees? How is wellness related to work performance? to employee morale? What is included in the wellness program? What percentage of the employees participate? What do you project will be added to business wellness programs in the future?

(B) *Outline principles of good personal health.*
Divide the class into groups to discuss questions regarding self-responsibility. Appoint a recorder and chairperson to record the answers and report them to the class. KEY QUESTIONS: At what age does one become responsible for personal nutrition? hygiene? getting enough sleep? safety? health monitoring? Have each group report to the class. Lead a class discussion on differences of opinion.

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

(C) *Describe stress, contributing factors, and effects of prolonged excess stress.*
Lead a class discussion addressing recent news articles about teen suicide. Illicit the causes and effects of teen suicide on family and friends. KEY QUESTIONS: How is suicide related to stress? What are some warning signs of suicide? CRITICAL QUESTION: How should one react if he/she knows someone is contemplating suicide?

(D) *Demonstrate stress management techniques.*
A Student Occupational Activity may be to read an article on stress management in a popular publication, such as those indexed in the *Reader's Guide to Periodical Literature*. Have the student prepare a written summary of the article including an evaluation of how feasible and effective the methods suggested would be for the student personally. Lead a class discussion on the articles. Evaluate the written summaries on the basis of content and effective communication.[B] [C]

TAC 75.83
FAMILY AND INDIVIDUAL HEALTH
UNIT II

COMPETENCY (ESSENTIAL ELEMENT):

(I.2) *Concepts and skills related to family health.*

SUB-COMPETENCIES:

(A) *Explain principles of family health and safety.*
Define the term, *latch-key (self-care) child* and discuss their special home safety needs. KEY QUESTIONS: How do the safety needs for latch-key children differ from those of children who are not responsible for their own care? How can parents provide support to their children if the latch-key situation is unavoidable? How can parents prepare the child for the latch-key situation?

(B) *Determine coping strategies for dealing with family health problems.*
Lead a class discussion regarding attitudes necessary for a family to successfully cope with the health problems of one of its members such as cooperation, caring, etc. CRITICAL QUESTIONS: How is acceptance of the health problem by family members related to coping? How does the attitude of family members affect the person with a health problem? What part does cooperation play in the changing roles often required when there is a family member with a health problem?

(C) *Identify local and state health resources.*
Have students obtain costs of common health needs such as childhood immunizations from community physicians and the county health department. Compare the costs of public and private services. KEY QUESTIONS: How do the costs compare? Why do the differences exist? Who is eligible for county services? How do county services differ from services of a private physician?

(D) *Analyze ways to meet financial needs resulting from illness or accidents.*
Discuss the need for a family to be prepared to meet the financial obligations associated with medical care. Point out that a plan should include both savings and insurance. CRITICAL QUESTIONS: Why does a family need savings for medical care when they have a health insurance plan? Should savings be planned or should they be the amount left over after a family meets other expenses? Why? How might an appropriate amount of savings affect emotional and mental health of family members during a period of costly medical care? How would having no savings or little savings affect their emotional and mental health?

(E) *Determine home health emergencies, typical causes, and appropriate first aid procedures.*
Have students read references on poisonous items found in and around the home. Set up a display of cleaning products, medicines, plants, paint, turpentine, pesticides, gasoline, anti-freeze, and other items which could be found around any home. Identify the items and lead a class discussion regarding the poisons. KEY QUESTIONS: What precautions will keep these poisonous materials from causing harm? What hazards are involved in storing poisonous materials in containers that are not labeled?

TAC 75.83
FAMILY AND INDIVIDUAL HEALTH
UNIT III

COMPETENCY (ESSENTIAL ELEMENT):

(1.3) *Concepts and skills related to home health care.*

SUB-COMPETENCIES:

(A) *Describe methods of meeting social and psychological needs through home health care.*

Have students read selected references on the social and emotional impact of illness on the patient and caregivers in the home. Define the term *caregiver*. KEY QUESTIONS: How does illness affect emotions of the patient? of the caregiver? How does illness affect the social interactions of the patient? of the caregivers? CRITICAL QUESTION: How can the caregiver boost the social and psychological condition of the patient?

(B) *Explain the causes, symptoms, methods of transmission, and prevention of communicable diseases.*

Have students read library references on communicable diseases. Have students read information on influenza, measles, tuberculosis, common cold, chicken pox, mononucleosis, mumps, viral hepatitis, and sexually transmitted diseases. Lead a class discussion on any recent outbreaks of communicable diseases in the area. KEY QUESTIONS: Why do fewer people die in the United States today due to communicable diseases than in years past? Are there any disease trends which could reverse the tendency toward fewer deaths from communicable diseases?

(C) *Describe procedures for providing home health care.*

Demonstrate monitoring the respiration rate by observing the rise and fall of the chest or abdomen for one minute. Have students check their own rates for one minute. CRITICAL QUESTION: Why is it best that individuals not know when their respiration is being monitored?

(D) *Determine alternatives to home health care.*

Divide students into groups. Have students read reference materials concerning the choice to utilize a home health care alternative. Have each group design a checklist a family could use to choose a home health care alternative. Have each group share with the class. CRITICAL QUESTION: What factors should be considered in choosing a home health care alternative?[C]

TAC 75.83
FAMILY AND INDIVIDUAL HEALTH
UNIT IV

COMPETENCY (ESSENTIAL ELEMENT):

(1.4) *Concepts and skills related to contemporary health issues.*

SUB-COMPETENCIES:

(A) *Describe behavior symptomatic of eating disorders.*

Have student groups plan role plays to demonstrate first negative and second positive ways they may respond as a friend to the individuals with eating disorders in the following situations:

1) Karen is a 16-year-old anorectic. When she is in gym class, you notice that she is very skinny, her nails and hair are brittle, and her skin is very dry. She sits down and begins a conversation with you.
2) Kimberly is a 13-year-old next-door neighbor who has been diagnosed with anorexia. She comes over to your house. In your conversation, she tells you, her older friend, how much she hates the medical and psychological counseling she is undergoing.
3) Susan is a 17-year-old friend. She confides in you that she induces vomiting with syrup of ipecac after every meal. She says no one knows this, but she recommends that you try it to lose the five pounds you want to lose.
4) Your friend, Maria, age 16, suffers from anorexia nervosa. She constantly tears down herself and her accomplishments in conversation.

(B) *Describe causes, prevention, and consequences of sexually transmitted diseases.*

Have students bring to class newspaper or magazine articles about AIDS. Ask students to briefly summarize the articles. CRITICAL QUESTIONS: Why is AIDS receiving widespread media coverage? Did the article present accurate information? Why? Why not?[B]

(C) *Explain the effects of substance abuse on the individual and family.*
Discuss how one can quit smoking. Include information on products and programs in use to aid smokers in quitting: do-it-yourself products and programs, group programs, hypnosis, aversion therapy, and behavior modification. CRITICAL QUESTIONS: Why are many smokers unsuccessful in their attempts to quit? What does a smoker gain by quitting smoking? What factors should one look at in choosing a stop-smoking program?

(D) *Discuss forms and causes of domestic violence.*
Have class members suggest ways in which an elder may be abused or neglected. Point out that an estimated 110,000 incidents of elder abuse occur in Texas annually. The Adult Protective Services Law requires any person with reasonable cause to believe that an elderly person is being abused must report the information to the Department of Human Services. CRITICAL QUESTIONS: Why is elder abuse likely to increase in the coming years? Why may elderly persons be reluctant to report abuse?

TAC 75.83
FAMILY AND INDIVIDUAL HEALTH
UNIT V

COMPETENCY (ESSENTIAL ELEMENT):

(1.5) *Concepts and skills related to world health issues.*

SUB-COMPETENCIES:

(A) *Relate the impact of technology to individual and family health.*
Define the term *technology*. Then ask each student to silently think of specific advances in medical technology which have occurred in their lifetime. Pass out an index card to each student. After approximately five minutes, have each student anonymously list the most important advancement in medical technology in their lifetime. Also have them write a short explanation of their choice. Take up the cards and read them to the class. Have an appointed recorder list the advances on the chalkboard. CRITICAL QUESTIONS: What effects have these advancements had on individuals? on families? How has technology changed individual and family attitudes about health? Have the numerous advances in health care technology made individual and family decisions about health care harder or easier? Why?

(B) *Identify major world health concerns.*
Lead a class discussion regarding the relationship of food and population. NOTE: An excellent source of information is an article entitled, "Food and Population: A Global Concern," appearing in the Winter 1985 *Journal of Home Economics*. KEY QUESTION: Why does hunger persist even though there is technology available to feed all of the world's population?

(C) *Describe the impact of health issues on individual, family, and the global society.*
Have students suggest other examples of health decisions and their category on the model. CRITICAL QUESTIONS: Do individual decisions about world health issues have global effects? Why? Why not? Which is most important—individual freedom or the common good? Why? How are trade-offs—giving up something in order to gain something else—involved in world health decisions? Why does government have to become involved in decision making on some world health issues?

TAC 75.83
FAMILY AND INDIVIDUAL HEALTH
CAREER OPTIONS AND ADJUSTMENTS

COMPETENCY (ESSENTIAL ELEMENT):

(a.7) *Concepts and skills related to career options and adjustments.*

SUB-COMPETENCIES:

(A) *Relate personal characteristics to the appropriate career(s) addressed within each home economics course.*

Divide the class into two groups and appoint a recorder for each group. Give one group the task of designing a list of personal characteristics important in any job (personal health, friendliness, positive attitude, energy, flexibility, cooperation, reliability, responsibility, willingness to learn, or loyalty). The second group should design a list of personal characteristics important in careers in family/individual health (caring, concerned about welfare of others, patient, understanding, accepting, or detail-oriented). Have each group present their list to the other group. CRITICAL QUESTIONS: Do attitudes needed for success in a family/individual health career differ from attitudes needed for success in other career fields? How? What attitudes might mean failure in a family/individual health career? Will possession of the identified personal characteristics insure career success? Why? Why not? How can desirable traits be obtained?

(B) *Describe management practices facilitating individuals assuming multiple roles.*

Ask students to identify ways being healthy and well would prepare them for assuming multiple roles. KEY QUESTIONS: How would the proper amount of sleep affect your assuming multiple roles? good nutrition? positive mental attitude? good physical fitness? emotional stability? mental alertness?

(C) *Discuss demands and rewards in relation to personal and family life.*

Invite several persons in careers in family/individual health to discuss the effect of their job on their personal and family life. Have students prepare questions in advance. KEY QUESTIONS: What are the positive effects? What are the negative effects? How have you and your family coped with strains produced by your career? How have you and your family been enriched by your career?

TAC 75.83
FAMILIES WITH SPECIAL HEALTH NEEDS
UNIT I

COMPETENCY (ESSENTIAL ELEMENT):

(m.1) *Concepts and skills related to family health needs.*

SUB-COMPETENCIES:

(A) *Identify special health needs of individuals.*

Have students brainstorm and list characteristics associated with various handicaps. Write the characteristics on the chalkboard. Beside each characteristic indicate those that are associated with only one particular handicap. CRITICAL QUESTIONS: Are any of the characteristics associated with all handicaps? What might this infer when working with handicapped persons?

(B) *Discuss the impact of special health needs on financial well being.*

Ask a resource person with a family member who has a special health need to speak to the class. Have student write out questions to be discussed. Questions can be turned in and asked by a moderator or the questions can be asked by an individual students. KEY QUESTIONS: How did

---

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

you find out about the special health need? What impact has it had on your family life? What adjustments have you and the other family members made? What resources have you utilized?[B]

(C) *Discuss the impact of special health needs on the psychological health of the family.*
Have students develop a list of the the stresses and problems which a family with a special health needs member may face. Consider each family member when developing the list. KEY QUESTIONS: How can these stresses be reduced? How can the handicapped member alter family interaction? negatively? positively? How may family roles change when a family member becomes handicapped?

(D) *Relate societal values to the contributions and perceived worth of individuals with special health needs.*
Have students look through magazines to find pictures showing a person representing what we as a society value such as beauty, athletic ability, etc. Discuss the pictures in class. KEY QUESTIONS: What do we value in persons? as a society? Do all persons fit this profile? Next have students gather and view pictures of persons with special needs. The teacher may need to develop a file of pictures to supplement the ones the students locate. Discuss the pictures with students probing for reactions to pictures. Work with student to develop strategies for changing negative reactions to positive reactions, either personally or when working with other persons. CRITICAL QUESTIONS: How do handicapped and ill persons compare to the profile of what society values in persons? How are persons with special health needs treated because of these differences? How can negative reactions be changed to positive reactions?

TAC 75.83
FAMILIES WITH SPECIAL HEALTH NEEDS
UNIT II

COMPETENCY (ESSENTIAL ELEMENT):

(m.2) *Concepts and skills related to special health needs (including birth defects and disabilities/ handicaps occurring later in life).*

SUB-COMPETENCIES:

(A) *Discuss special health conditions, their causes, and prevention.*
Have each student locate and prepare a written summary of an article about Alzheimer's disease. KEY QUESTIONS: What are the suggested causes of Alzheimer's disease? the symptoms? How does this disease affect the life of the person suffering from it? the lives of the care givers and family members? How is the disease treated?[B]

(B) *Outline characteristics and care associated with special health conditions.*
After discussing a variety of health needs, have the students design a room in a home, ideally a bedroom/day room combination, to facilitate the care of an individual with special health needs. Students could brainstorm a list of design principles related to special health needs and then apply the principles to adapting a space at little or no cost. The students could take the list of design principles and then apply them to new construction.

(C) *Identify the social and psychological effects of handicaps on individuals and their families.*
Using magazine and newspaper advertisements and TV commercials have students explore the messages about what we value as a society. Have students explore magazines for ads containing handicapped or elderly persons. KEY QUESTIONS: What are we as a society saying about what we value in people? How can we work on changing these attitudes to be more positive?

(D) *Describe the impact of technology on the treatment and care of individuals with special health needs.*
Arrange a field trip to a local hospital or nursing home. Focus on the equipment that is used for patient care, needs of the patients and the provisions for training the family to help the patient on the tour. After the tour meet with a representative of the organization to discuss the cost of the

equipment use to the organization and to the patient. Encourage students to explore options that will reduce the costs while maintaining high quality care.

(E) *Describe health services and their acquisition.*
Using the decision-making process as a model, have students work through the process of selecting a health service (doctor, hospital or social service agency). During this process ask student to develop a list of questions to be answered during the selection of a service. This could be used as an interview guide when investigating services.

(F) *Summarize laws related to the special needs population.*
Invite a guest speaker from the Social Security office to discuss with students the laws concerning Social Security. The discussion could focus on Social Security for the elderly and for the disabled. KEY QUESTIONS: Who pays for Social Security? What services are provided by Social Security? How do you apply for these services?

(G) *Describe employment and training opportunities for individuals with special health needs.*
With the teacher acting as an interviewer, have students role play an interview situation as a handicapped person. KEY QUESTIONS: How would you get to work? How long can you stand up? How did you feel trying to sell yourself as a handicapped person? Would you have gotten the job?

TAC 75.83
FAMILIES WITH SPECIAL HEALTH NEEDS
UNIT III

COMPETENCY (ESSENTIAL ELEMENT):

(m.3) *Concepts and skills related to aging.*

SUB-COMPETENCIES:

(A) *Describe the aging process.*
Discuss with the students the factors that affect a person's longevity. These include family history, marital status(married live longer), economic status, physique (ratio of weight to height), routine exercise, avoidance of alcohol and smoking, general disposition, level of education, environment and the type of health care the person has had. CRITICAL QUESTIONS: Are the students preparing for a long life by following the above? Are other family members?

(B) *Outline the physical and psychological needs of the aging individuals.*
Have class plan and sponsor a "Seniors for Lunch" event. Invite local senior citizens for lunch with the class. Ask class members to develop questions and also give the students specific topics to discuss with the seniors. This activity could be sponsored by FHA/HERO.[C]

(C) *Identify characteristics and care needed by aging individuals.*
Have students find information and make a chart showing the calorie needs and the protein, carbohydrate, vitamins, and mineral requirements of the elderly. Compare the requirements for the average healthy adult. KEY QUESTIONS: Are each of these requirements reduced or increased with age? Explain. How should diets be changed to meet these changing nutritional needs?[B]

(D) *Describe employment and training opportunities for the elderly.*
Have students interview an employer that has hired an elderly person to work for them. KEY QUESTIONS: What are the advantages and disadvantages of of hiring an elderly person? Would you do it again?

(E) *Contrast the role of the elderly, their status, and contributions in various cultures.*
Ask students to write a short paper describing themselves as an elderly person. Have them include information on what roles they will play within the family, the church, and the community. Ask them to include what they think a typical day in their lives would be. Ask the students to conclude the paper by defining what they feel their attitudes about life will be like.[B]

(F) *Describe services available for the elderly and how they can be evaluated.*

As a Student Occupational Activity, have students call or visit three different places to investigate senior citizen discounts. Have the student develop a questionnaire to obtain information on the amount of discounts, age requirements, how many senior citizens take advantage of the service and how long has the service been offered. KEY QUESTIONS: Why do businesses offer senior citizen discounts? What do the businesses gain? Do all senior citizens take advantage of available discounts? Why? Why not?

(G) *Appraise the effects of laws related to health of the aging.*
Divide the class into groups. Ask each group to research examples of legislation or agencies affecting the elderly. Have each team select a leader to report to the class on the main impact of each law or the role of the agency. KEY QUESTIONS What are the main laws affecting the elderly? What are the government agencies that deal with the elderly?[B]

(H) *Discuss considerations for planning and providing care for aging individuals.*
Have the students assume that one of their grandparents is coming to live with them. Based on this premise have student determine a place for the person to live, furnish the place with the persons personal furnishings, determine what to do with the other furnishings and plan a schedule of care for the person.

TAC 75.83
FAMILIES WITH SPECIAL HEALTH NEEDS
UNIT IV

COMPETENCY (ESSENTIAL ELEMENT):

(m.4) *Concepts and skills related to family adjustment.*

SUB-COMPETENCIES:

(A) *Describe coping/adjustments strategies for individuals and families of the elderly and handicapped.*
Have students read information about brand-name and generic prescription drugs. KEY QUESTION: What are the differences in brand-name and generic prescription drugs? CRITICAL QUESTIONS: How do you decide whether to purchase generic or brand-name drugs? How is your doctor involved in the decision? your pharmacist?

(B) *Discuss nutrition, clothing, housing, and health needs caused by emotional, intellectual, and/or physical impairments.*
Have students read an article related to adjustment to long-term health problems. The articles can be found in magazines or newspapers. Students should analyze the articles for changes that occurred, the adjustments that resulted, and the impact on the family. KEY QUESTIONS: What alternative adjustments could have been made? What were the factors that influenced the families ability to cope?[B]

(C) *Point out forms, causes, and preventive measures for abuse of elderly and handicapped family members.*
Have students use the newspaper to locate specific examples of abuse of the elderly and handicapped. KEY QUESTIONS: What seemed to be the cause of the abuse? What were the results of the abuse? How could the abuse be prevented? What were the legal results?[B]

TAC 75.83
FAMILIES WITH SPECIAL HEALTH NEEDS
CAREER OPTIONS AND ADJUSTMENTS

COMPETENCY (ESSENTIAL ELEMENT):

(a.7) *Concepts and skills related to career options and adjustments.*

SUB-COMPETENCIES:

(A) *Relate personal characteristics to the appropriate career(s) addressed within each home economics course.*

Ask students to assume the role of an employer in any field. Have them suggest personal and work characteristics the students would look for in an employee. Examples include: honesty, cooperation, a willingness to learn, initiative, dependability, loyalty, punctuality, enthusiasm, interest, courtesy, creativity, and/or adaptability

(B) *Describe management practices facilitating individuals assuming multiple roles.*
Prepare a questionnaire to identify the effects of employment on individual and family life and the effects of family life on employment. For example, how does the choice of an occupation affect the family? Poll a variety of people in the community. Tally the results. Discuss in class.

(C) *Discuss demands and rewards in relation to personal and family life.*
Have a panel discussion by persons employed in various facets of services for the elderly. Ask the participants to share the demands and the rewards they have discovered in their careers. KEY QUESTIONS: How does the job affect their personal and family lives? How do they cope with the demands?

TAC 75.83
APPAREL
UNIT I

COMPETENCY (ESSENTIAL ELEMENT):

(o.1) *Concepts and skills affecting individual and family apparel decisions.*

SUB-COMPETENCIES:

(A) *Identify factors and resources affecting individual and family clothing decisions.*
To help students understand the influence of advertising, ask students to think of the last clothing purchase they made. CRITICAL QUESTIONS: Why did you buy the item? Where did you buy the item? How did you learn about the item? How did you decide where to shop for the item? How would you summarize your clothing decision?

(B) *Describe social and cultural influences on apparel preferences.*
Help students examine family standards related to clothing with this survey: Are males in your family required to wear shirts when eating family meals? Do adults in your family check swimsuits for modesty? Does any member of your family require a clean shirt each day? Do family members re-hem skirts to meet fashion trends each season? Is there certain clothing reserved for church or other dressy occasions in your life? Tally survey results and discuss their implication with the class.

(C) *Identify fashion trends and how they are determined.*
Ask students to read from classroom resources to learn how fashions have been influenced through the ages. KEY QUESTIONS: What political events have influenced fashion? How do economic conditions affect fashion? What social conditions may affect fashion? Has public demand ever affected fashion? What forces seem to be affecting fashion today?[B]

(D) *Explain the impact of technology on apparel needs, material, and practices.*
As a class, visit the school library to seek information on other inventions that have affected apparel production. When the research is completed, make a time line on a long piece of newsprint taped along one wall of the classroom. Place the invention names in the appropriate time frame and group a picture of a related garment with each invention. Examples of inventions in addition to those mentioned above include the spinning wheel, looms of various types, knitting machines, assembly

---

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

line, power tools and machinery of the Industrial Revolution, the flying shuttle, tape measure, computer, laser, and others.

(E) *Relate design elements to apparel design.*
Have students read selected references to define the following principles of design: *balance, proportion, rhythm, emphasis,* and *harmony/unity.* Work in small groups to discuss the definitions. Show transparencies on the principles of design.

TAC 75.83
APPAREL
UNIT II

COMPETENCY (ESSENTIAL ELEMENT):

(o.2) *Concepts and skills of apparel management.*

SUB-COMPETENCIES:

(A) *Apply principles of effective wardrobe planning.*
After a brief discussion of the topic, outline the following steps in wardrobe planning on the chalkboard:
* Take inventory
* Sort garments
* Try new combinations
* Determine needs and plan for additions

(B) *Describe the influence of advertising on consumer apparel choices.*
Ask students to read from available resources about advertising of apparel. Read for answers to these KEY QUESTIONS: What are the major types of advertising? How do advertisers attempt to influence consumers? How may consumers use advertising to their advantage? How should a reasonable person respond to advertisements?

(C) *Identify labeling requirements for fabric and apparel.*
Direct a game with labels. Issue bingo type game cards and actual labels from garments to each student. Give each student several labels. As the game director, call for information found on labels. Students who have a label with the information called for may place a piece on their game card. The winner will be the first person to have five examples of label information represented by the labels he or she was issued at the beginning of the game.

(D) *Compare clothing-care products and equipment.*
Have students read selected references regarding stains and stain removal. Ask each student to identify the stains which occur most often for them. Demonstrate stain removal. Feature removal of these stains and others as students have indicated a need: blood, cosmetics, ballpoint pen ink, and grease.

(E) *Explain how life style changes affect apparel choices and management.*
Place a long piece of newsprint around the room and divide it into sections representing stages in the life cycle. Have students use classroom resources to research clothing needs of persons in the various life cycle stages. Using colored pens, write the findings on the newsprint. When all persons have made their contributions to the visual presentation, analyze the results. KEY QUESTIONS: How does the aging process affect clothing needs? What clothing needs are dominate during the expanding family stage? When do clothing needs decrease and increase?

TAC 75.83
APPAREL
UNIT II

COMPETENCY (ESSENTIAL ELEMENT):

(o.2) *Concepts and skills of apparel management.*

SUB-COMPETENCIES:

(A) *Apply principles of effective wardrobe planning.*

After a brief discussion of the topic, outline the following steps in wardrobe planning on the chalkboard:

* Take inventory
* Sort garments
* Try new combinations
* Determine needs and plan for additions

(B) *Describe the influence of advertising on consumer apparel choices.*

Ask students to read from available resources about advertising of apparel. KEY QUESTIONS: What are the major types of advertising? How do advertisers attempt to influence consumers? How may consumers use advertising to their advantage? How should a reasonable person respond to advertisements?

(C) *Identify labeling requirements for fabric and apparel.*

Direct a game with labels. Issue bingo type game cards and actual labels from garments to each student. Give each student several labels. As the game director, call for information found on labels. Students who have a label with the information called for may place a piece on their game card. The winner will be the first person to have five examples of label information represented by the labels he or she was issued at the beginning of the game.

(D) *Compare clothing-care products and equipment.*

Have students read selected references regarding stains and stain removal. Ask each student to identify the stains which occur most often for them. Demonstrate stain removal. Feature removal of these stains and others as students have indicated a need: blood, cosmetics, ballpoint pen ink, and grease.

(E) *Explain how life style changes affect apparel choices and management.*

Place a long piece of newsprint around the room and divide it into sections representing stages in the life cycle. Have students use classroom resources to research clothing needs of persons in the various life cycle stages. Using colored pens, write the findings on the newsprint. When all persons have made their contributions to the visual presentation, analyze the results. KEY QUESTIONS: How does the aging process affect clothing needs? What clothing needs are dominate during the expanding family stage? When do clothing needs decrease and increase?

TAC 75.83
APPAREL
UNIT III

COMPETENCY (ESSENTIAL ELEMENT):

(o.3) *Concepts and skills for selecting fabrics.*

SUB-COMPETENCIES:

(A) *Identify fiber and fabric characteristics.*

Ask students to read about fabric construction. After reading is completed have students examine actual garments and predict how each will perform based on its fiber content and fabric construction. Various types of shirts may be used for this fabric analysis.[B]

(B) *Relate textile characteristics, design, and finishes to specific uses.*

Obtain brochures from local medical centers, from NASA, and from the State Highway Department on use of textiles. Issue the brochures and ask students to read them for information on new uses for textiles. Review the information obtained. Post the brochures on the current events bulletin board.[B]

TAC 75.83
APPAREL
UNIT IV

COMPETENCY (ESSENTIAL ELEMENT):

(o.4) *Concepts and skills for apparel construction.*

SUB-COMPETENCIES:

(A) *Demonstrate proper use and care of equipment, tools, and notions.*
Demonstrate the correct use and care of various pieces of pressing equipment. Discuss with students how each piece of pressing equipment is used and when it should be used. Have students make a chart including the name of equipment and purpose as the demonstration is given.

(B) *Apply basic pattern alteration techniques.*
Demonstrate simple pattern alterations. Using a student as a model, shorten a pattern by folding on the indicated line. For another model, lengthen a skirt pattern piece. One may choose to demonstrate other simple alterations as indicated for the specific fitting problem.

(C) *Demonstrate construction, pressing, and repair techniques.*
Students can refer to the layout as they place pattern pieces on their own fabric. KEY QUESTIONS: Why should wrinkled pattern pieces be pressed with a warm dry iron before using? Why should one place large pattern pieces on the fabric first? Why is it important to place all of the pattern pieces on the fabric before cutting? How can one be sure pattern pieces are on grain line? How should pins be placed? What is lengthwise or crosswise folding? How does one determine right and wrong side of fabric? How is the right and wrong side of fabric displayed in a layout? How are cutting arrows used in cutting? How are notches cut?

(D) *Apply principles for altering ready-made garments.*
Assign students to plan alteration needs for a person with special needs. Provide research time and materials for students to prepare a plan for meeting clothing needs of the person represented in the the following cases, as well as others: a teen in a wheelchair, a child who is blind, a woman who is pregnant, a senior citizen partially paralyzed, a person facing a lengthy hospital stay, a person with abnormally large hips, an obese person, a very tall person, and a teen with a broken leg or

TAC 75.83
APPAREL
UNIT V

COMPETENCY (ESSENTIAL ELEMENT):

(o.5) *Concepts related to the apparel industry.*

SUB-COMPETENCIES:

(A) *Compare sources of supply for apparel and fabric.*
Select garments which are worn frequently and chart their manufacturing sources. Indicate whether each garment is made in the USA or in a foreign country. In addition, note the local distribution source such as a discount store, department store, specialty shop, gift shop, thrift store, or mail-order source. Report findings to class.[C]

(B) *Describe various factors influencing the apparel industry.*
Show a video or film concerning foreign trade. NOTE: Contact an Education Service Center or local media personnel for available films on foreign trade. CRITICAL QUESTIONS: Why do people desire world trade? What are some examples of commonly traded items? When does world trade become a problem? What factors would cause an increase in world trade? decrease in world trade?[C]

(C) *Describe interrelationship of the apparel industry and the national economy.*
Show an audiovisual to reinforce the concepts of productivity, competition, and profit-making. CRITICAL QUESTIONS: How do businesses succeed? Why do businesses fail? Cite an example

of productivity, of competition, and of profit-making. Why must businesses give priority to profit-making?

TAC 75.83
APPAREL
CAREER OPTIONS AND ADJUSTMENTS

COMPETENCY (ESSENTIAL ELEMENT):

(a.7) *Concepts and skills related to career options and adjustments.*

SUB-COMPETENCIES:

(A) *Relate personal characteristics to the appropriate career(s) addressed within each home economics course.*

Ask each student to select five jobs that might interest him or her, and read for descriptions of the work and workers in that career. Ask them to identify characteristics of a successful worker in those jobs and research training required for the jobs. Have students research benefits and concerns of workers in the identified jobs.[B]

(B) *Describe management practices facilitating individuals assuming multiple roles.*

Enrich the study of management of dual roles by having students list daily and weekly tasks which are common to many families. After outlining the tasks, ask students to work in pairs to assign the tasks to various family members. Review the task assignments made by the various groups. KEY QUESTIONS: What determines which family member assumes what responsibilities in a family? Are certain tasks more appropriate for one family member than for another? Explain. How do family roles vary in different families? What responsibilities might teenagers assume in the family? What other responsibilities might teenagers assume?

(C) *Discuss demands and rewards in relation to personal and family life.*

Invite two or three workers from the apparel industry to speak to students about demands and rewards in their profession. If speakers are not available, tapes may be made of interviews with selected persons.

(D) *Demonstrate effective money management.*

Have students use resources to review job benefits. Include items such as parking, transportation and relocation expenses. Lead a class discussion on the resources reviewed. KEY QUESTIONS: How can paid parking and transportation be classified as job benefits? Explain. What benefits are included in relocation expenses? Why are they important when considering a career?[B] [C]

TAC 75.83
TEXTILES AND APPAREL DESIGN
UNIT I

COMPETENCY (ESSENTIAL ELEMENT):

(p.1) *Concepts related to fiber/fabric characteristics and textile development.*

SUB-COMPETENCIES:

(A) *Classify properties of fibers.*

Define the basic properties of natural and man made fibers. Include *physical, chemical,* and *environmental* properties. KEY QUESTIONS: How do the properties of natural fibers differ from man made fibers? How do these properties affect the use of the fibers? How would these properties affect the handling of these fibers?

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

(B) *Analyze characteristics of natural and synthetic fibers.*
Divide students into groups. Test the absorbency of fibers by placing a fabric sample of a plain weave filament rayon and a plain weave filament nylon in an embroidery hoop. Hold an eyedropper 3/8 inch above the sample. Drop one drop of water on the fabric, and time with a stopwatch the length of time required for the drop of water to be absorbed. NOTE: Good absorbency is considered to require less than five seconds wetting time; poor absorbency is considered to require more than five seconds wetting time. [B]

(C) *Discuss methods of fabrication.*
Discuss how computers have changed the construction of fabrics. KEY QUESTIONS: Have fabric designs become better because of computers? How do computers affect the cost of making fabric? How has technology advanced the making of fabrics? How has advanced technology harmed the textile industry or people in the textile industry?

(D) *Describe fabric characteristics.*
Divide students into groups to collect swatches of fabrics. Use references and a pic glass to aid in identifying the various types of fabrics. For each fabric swatch, list characteristics of the fabric, care requirements, and uses. Find a picture or design a garment that might be appropriate for each swatch. KEY QUESTIONS: What special considerations must be given when purchasing plaid fabric? printed fabric? napped fabric? knits?

(E) *Compare processes for dyeing, printing, and finishing.*
View a visual aid illustrating different dyeing processes. Discuss the differences in each procedure and the resulting characteristics of the fabric. What are fabrics called before they are dyed or printed? NOTE: Fabrics are termed greige (gray) goods before dyed or printed.

TAC 75.83
TEXTILES AND APPAREL DESIGN
UNIT II

COMPETENCY (ESSENTIAL ELEMENT):

(p.2) *Concepts related to textile and apparel design industries.*

SUB-COMPETENCIES:

(A) *Discuss the history of apparel design and manufacturing.*
Have students read resource materials regarding the history of apparel design and manufacturing. Have students compare historical costumes and apparel of today that have similar characteristics. KEY QUESTIONS: How has fashion changed? Why? How has manufacturing changed? Why? In your opinion, have things improved through the years? Why? Why not?

(B) *Relate the world economy to the textile and apparel design industries.*
Have students conduct a debate: "American consumers should purchase only American made goods to reduce the Federal trade deficit", or "A free market economy will stimulate the fashion and textile industry." Provide time for the student teams to research their topics and have the entire class decide the winner of the debate.[C]

(C) *Outline the organizational structure of an apparel manufacturing company.*
Divide class into groups. Have each group research and report on an aspect of the apparel manufacturing industry. Report should include specific jobs, their duties, pay, working conditions, and career opportunities. Consider positions such as designer, sample maker, pattern maker (graders, markers), production (trimming buyer, cutting manager, factory manager), sales (road, showroom), advertising, office management and payroll, and management. This could be a Student Occupational Activity.

TAC 75.83
TEXTILES AND APPAREL DESIGN
UNIT III

COMPETENCY:

(p.3) *Concepts related to textile selection, use and care.*

SUB-COMPETENCIES:

(A) *Summarize textile applications in domestic, business, and industry.*

Have the class go to an automobile and locate as many uses of textiles as possible. Possible items include seat belts, soft ceiling, insulation, filters, upholstery, tires, belts, and hoses. KEY QUESTION: How does the use of textiles affect sound, comfort, and safety of automobiles, trains, planes and boats?

(B) *Analyze textile suitability for specific uses and validity of manufacturer's claims.*

Have students identify groups who establish standards for the textile industry. Discuss the types of standards these groups set for textiles. Have students brainstorm to list ways that standards control the quality of textiles. American Association of Textile Chemists and Colorists (AATCC) and the American Society for Testing Materials (ASTM) are two organizations that set standards for textiles. KEY QUESTIONS: What would happen if there were no standards for textiles? How is the quality of textiles affected by standards?

(C) *Determine care of textile products.*

Test the effectiveness of laundry products in removing soils and stains from fabric samples. Cut five inch squares of cotton and polyester fabrics. Stain a fabric sample of cotton and polyester with a greasy soil and earth soil. Launder in high phosphate detergent with no bleach, low phosphate detergent with no bleach, high phosphate detergent with bleach, low phosphate detergent with bleach, any type detergent with fabric softener added to wash, any type detergent with fabric softener added in the dryer. Be sure samples are marked with indelible pen. Compare results.

TAC 75.83
TEXTILES AND APPAREL DESIGN
UNIT IV

COMPETENCY (ESSENTIAL ELEMENT):

(p.4) *Concepts and skills related to regulations upon textiles and apparel design industry.*

SUB-COMPETENCIES:

(A) *Identify federal legislation regulating fabric and fashion design.*

Have students examine labels to determine if they are in compliance with Textile Fiber Products Identification Act. Locate generic names of fibers, trade names of fibers if shown, name, trademark or identification number of manufacturer, and possible use of misleading names on label. KEY QUESTIONS: Why is it important for the correct information to appear on the label of a product? What right do consumers have concerning this information?

(B) *Summarize how governmental agencies affect the textile and fashion industries.*

Have a representative of OSHA speak to class or FHA/HERO meeting on industrial regulations. Have the students prepare questions for the speaker. Have students write a brief report on the information given during the speech.[C]

(C) *Identify the assets and liabilities of finishes.*

Have students brainstorm all of the types of finishes possible. Identify the benefits consumers receive from finishes. KEY QUESTIONS: Why are some finishes permanent, some durable, and some only temporary? What are the most frequently used finishes? What fabric has had no finish applied?

(D) *Outline the effects of various environmental conditions on textiles.*

Have students tell of results of environmental conditions on apparel, household, business, and industrial textiles. Consider the effects of moisture (mildew, mold, staining, rotting), bacteria (diaper rash, contamination of cuts or sores), sunlight (deterioration, fading), moths and bugs (holes), soil (staining), age (deterioration, fading, fiber breakage), pollution (acid deterioration, fading, graying).

TAC 75.83
TEXTILES AND APPAREL DESIGN
UNIT V

COMPETENCY (ESSENTIAL ELEMENT):

(p.5) *Concepts and skills related to design procedures.*

SUB-COMPETENCIES:

(A) *Identify tasks to be achieved in the design process.*
Develop a fabric design for apparel or household use using block printing technique. Draw a design on paper then carve its mirror image on a half of potato or into a block of wood. Using paints, create block print designs on apparel fabrics such as scarves, sweatshirts, or tee shirts or for household fabrics such as sheets, towels, drapes, upholstery, or carpets.

(B) *Determine factors which enhance design.*
Define *structural lines* and *decorative lines* as they relate to clothing. Using these types of lines, have students draw or find examples of designs that create illusions of height and width. CRITICAL QUESTIONS: How can lines create an optical illusion? How can design create a positive illusion in apparel?

(C) *Apply design elements and principles.*
Have students look at basic patterns and brainstorm to gain ideas for changing the patterns. Then using a commercial pattern, have students construct a garment using their design ideas incorporated into the commercially prepared design.

(D) *Apply draping and flat pattern techniques.*
Have students measure each other and record the measurements. Then compare the students' proportions to standard pattern proportions. KEY QUESTIONS: Why is it important to know standard pattern sizes? How could a pattern be made longer? shorter? larger in the hips? larger in the bust?

TAC 75.83
TEXTILES AND APPAREL DESIGN
UNIT VI

COMPETENCY (ESSENTIAL ELEMENT):

(p.6) *Concepts and skills related to costing and producing the final design product.*

SUB-COMPETENCIES:

(A) *Identify process for product completion.*
Research the process of product production. Have the class identify steps and jobs involved in production. Divide the class into groups and have each group write a description of the responsibilities of that job. Share findings with class.

(B) *Relate product design to construction requirements.*
Invite a production manager of a local clothing industry to discuss the activities that take place in an apparel plant. Have students prepare questions to ask the speaker concerning the daily activities, the activities during peak seasons, and how the activities affect the cost of a product.

(C) *Describe product marketing procedures.*

Have students create displays in showcases. Have each student evaluate the effectiveness of displays. Arrange for students to evaluate or assist in preparation of window displays and in-store displays for local retail businesses.

(D) *Describe effect of technology on the textile and apparel industries.*
View audio visuals on ways computers have affected textile design and production, and/or apparel design and production.

TAC 75.83
TEXTILES AND APPAREL DESIGN
CAREER OPTIONS AND ADJUSTMENTS

COMPETENCY (ESSENTIAL ELEMENT):

(a.7) *Concepts and skills related to career options and adjustments.*

SUB-COMPETENCIES:

(A) *Relate personal characteristics to the appropriate career(s) addressed within each home economics course.*
Survey college catalogs to determine type of courses required for degree programs related to textile or apparel industries. Write a report of skills and possible characteristics necessary for success. [B]

(B) *Describe management practices facilitating individuals assuming multiple roles.*
Have students read women's magazines from the archives of their school or public library. Look for implications of what was expected of a family, and specifically, of members in a family. Compare with expectations today to determine if a change has occurred.

(C) *Discuss demands and rewards in relation to personal and family life.*
Divide the class into groups. Have students brainstorm to identify concerns of combining career and family. Compare to see if concerns of two groups are similar or different. NOTE: If there are no males in class, work with another teacher in school to get concerns from a group of male students.

(D) *Demonstrate effective money management.*
Have students determine an average salary for entry level, mid-management, and management positions in careers related to textiles and apparel design. After determining the average salaries, have students work in groups to develop profiles of different sizes of families and develop a budget at each salary level for a family. KEY QUESTIONS: How adequate is income for family described? Will it be adequate for a single-income family? Would it be adequate for a permanent situation or strictly transitional? What basic standard of living could a family expect?[B] [C]

TAC 75.83
HOUSING, DESIGN, AND FURNISHINGS
UNIT I

COMPETENCY (ESSENTIAL ELEMENT):

(r.1) *Concepts and skills related to the societal aspects of housing.*

SUB-COMPETENCIES:

(A) *Determine the relationship of housing and the economy.*
Read selected references on the relationship between the economy and housing. Have students prepare questions for a panel. Using a panel (banker, real estate agent, and/or home builder) discuss the effects of the economy on the housing industry and the effects of the housing industry

---

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

on the economy. KEY QUESTIONS: How does supply and demand affect interest rates? new construction? sale of existing homes? rental units?

(B) *Determine the impact of population trends on housing.*
Obtain figures on population for urban and rural areas in your county for the past several decades. These are available from the Texas Almanac or the Texas Employment Commission office. KEY QUESTIONS: Has the population changed from rural to urban? Why? What is the future forecast?

(C) *Discuss housing characteristics common to various cultures and locales.*
Have the students study and research the housing of a particular culture in terms of style, materials used, and location. Take into consideration family and community life patterns, ethnic origins and religious practices. Films or videos may be viewed. Have students compare findings with the class or develop an exhibit of the housing of various cultures. Students could work in groups for the activity.

TAC 75.83
HOUSING, DESIGN, AND FURNISHINGS
UNIT II

COMPETENCY (ESSENTIAL ELEMENT):

(r.2) *Concepts and skills related to family housing needs and selection.*

SUB-COMPETENCIES:

(A) *Discuss the impact of psychological, physiological, and social needs on housing decisions.*
Have students read selected references on Maslow's hierarchy of needs. KEY QUESTIONS: How does self-esteem affect housing choices? What is quality of life? How is quality of life affected by housing choices?

(B) *Compare housing alternatives.*
Have students visit a mobile home sales outlet, manufacturer in the area, or mobile home park. Follow the visit with a class discussion on the advantages and disadvantages of mobile home living. Discuss local, state and federal regulations governing mobile homes. KEY QUESTIONS: What requirements are necessary when moving a mobile home? When setting a mobile home on a permanent site? Are skirts required on a mobile home? Why? What does it cost to set up a mobile home? What advantages/ disadvantages do mobile home parks serve?

(C) *Explain rights and responsibilities associated with housing.*
Read selected references pertaining to type of natural resources such as air, or coal. Present current statistics on energy consumption related to housing. KEY QUESTIONS: What conclusions can be drawn from these statistics? Is energy consumption a problem? Why? Why not? Should one be concerned about energy consumption for themselves? families? society? [B]

(D) *Explain factors affecting housing choices.*
Lead a class discussion regarding the ways a single housing unit may be shared by individuals or families. For example, grandparents living with married children, married children living in the home, single adults living at home, boarders, and single persons sharing a home. KEY QUESTIONS: Why may housing be shared? What are advantages of college students or working singles sharing a house? What might be some disadvantages?

(E) *Describe housing modifications necessary to accommodate the special needs of family members.*
Simulate various handicapping conditions such as blindness, hearing problems, or confinement to a wheelchair. Have students try to function in a foods laboratory with these simulated restrictions. Ask students to discuss the experience and recommend modifications for the foods laboratory. KEY QUESTIONS: What modifications need to be made? What were some problems encountered? What would have occurred if the people had been in other rooms in a house, such as a bathroom? CRITICAL QUESTIONS: If a family decides not to keep a handicapped person in their home, where might the person be placed? Are there places in your community? Research

ideas by using the telephone book and social service agencies. What is the cost of such a venture? What is the average Social Security allotment for those over 65 years of age?

(F) *Determine the impact of needs and wants on the cost of housing.*
Define *needs* and *wants* in housing. Have students identify their needs and wants in housing. Develop a list with the most important factors first. The list should include those items that they want in housing.

TAC 75.83
HOUSING, DESIGN, AND FURNISHINGS
UNIT III

COMPETENCY (ESSENTIAL ELEMENT):

(r.3) *Concepts and skills related to design of the home.*

SUB-COMPETENCIES:

(A) *Discuss considerations for site selection.*
Present information on various types of neighborhoods such as residential, commercial and industrial. Invite a builder or view video tapes on the planned neighborhoods. Include discussion on types of residences planned as well as other types of development such as schools or churches. Using a city/county map have students locate the types illustrated. KEY QUESTIONS: Where are new developments being located? What is happening to older developments? Where are the growth areas?

(B) *Describe basic construction and finishing considerations.*
Describe different methods of home construction like total factory construction, partial factory construction, modular construction, site construction, or mobile home construction. Discuss advantages and disadvantages of the forms of construction. Include quality, uniformity, mobility, aesthetic qualities, and/or cost. KEY QUESTION: What would be some criteria for evaluating construction? Students may want to develop a chart to use.

(C) *Identify architectural styles.*
Divide students into groups to research various 20th century architects such as Frank Lloyd Wright, I.M. Pei, Philip Johnson, Marcel Breuer, Mies Van Der Rohe, Alvar Aalto, Walter Gropius, Charles le Corbusier and others. Encourage students to locate pictures of buildings/homes designed by these men. Compare the years when designs were built to economic and social development occurring at that time. Include public acceptance of the designs then and now.

(D) *Illustrate furniture arrangement and space plans.*
Read selected references on furniture arrangement and view audio visuals to determine factors which influence furniture arrangement. These may include elements and principles of design, traffic patterns, furniture sizes and necessary clearances and architectural features of rooms.

(E) *Apply elements and principles of design.*
Have students apply the principles of design such as scale, balance, rhythm, emphasis, proportion, and unity/continuity to two exterior pictures of homes. Students need to find two examples of different architectural styles. For each principle of design, explain the use found in the exterior design.

(F) *Relate design to the use of human and nonhuman resources.*
Lead students to brainstorm to identify human resources that would be utilized in housing design. Examples might be architects, builders, or interior designers. For each resource listed, lead a class discussion on the availability of the resource. KEY QUESTION: What are determinants of availability?

(G) *Explain effects of landscaping on design and conservation.*
Invite a resource person such as landscape architect, horticulturist, or county extension agent to discuss the selection of plants for conservation. Address placement and arrangements of plants, costs, and upkeep, and soil conditions. KEY QUESTION: Why is it important to develop a landscape plan?

TAC 75.83
HOUSING, DESIGN, AND FURNISHINGS
UNIT IV

COMPETENCY (ESSENTIAL ELEMENT):

(r.4) *Concepts and skills related to home safety.*

SUB-COMPETENCIES:

(A) *Relate housing conditions to health and safety.*
Display as many types of light bulbs as possible. Distinguish between fluorescent and incandescent. Discuss wattage in class. KEY QUESTION: Of what importance is wattage in home safety?[C]

(B) *Discuss the importance of home maintenance and safety.*
Have students brainstorm to develop a list of repairs that might need to be completed for a single family dwelling. Divide students into pairs to determine possible cost of the repair. Address the issue of making the repairs yourself or hiring a professional. KEY QUESTIONS: What types of repairs need to be done on a yearly basis? Can the home owner make these types of repairs? What would it cost to have someone else perform the service?

(C) *Describe housing features for family members with special needs.*
Lead a class discussion on safety precautions which need to be taken for the handicapped. Identify areas such as installing handrails, and/or ramps.

TAC 75.83
HOUSING, DESIGN, AND FURNISHINGS
UNIT V

COMPETENCY (ESSENTIAL ELEMENT):

(r.5) *Concepts and skills related to futurist housing.*

SUB-COMPETENCIES:

(A) *Analyze the impact of technology on housing.*
Invite a builder or architect to present future developments in housing such as voice activated control systems, computerized home energy management, touch on-off appliances, automatic water sprinkler, appliance timers, etc. Have students prepare questions for the resource person.

(B) *Discuss future housing trends.*
Research cost of adapting a current dwelling with traditional forms of cooling and heating to solar heat or invite a resource person who has recently converted a home to solar heat. KEY QUESTION: What advances have been noticed in the change process? Why was the change in system selected? What are the constraints of underground homes? What would be the advantages? Discuss why you listed these constraints and advantages? What values and factors affect the advantages or constraints?

TAC 75.83
HOUSING, DESIGN, AND FURNISHINGS
CAREER OPTIONS AND ADJUSTMENTS

COMPETENCY (ESSENTIAL ELEMENT):

(a.7) *Concepts and skills related to career options and adjustments.*

SUB-COMPETENCIES:

(A) *Relate personal characteristics to the appropriate career(s) addressed within each home economics course.*

Have students brainstorm to list characteristics and qualities needed by people who work in the field of housing and home furnishings. Have students select one quality and explain why it is important. KEY QUESTION: Are some qualities more important than others?

(B) *Describe management practices facilitating individuals assuming multiple roles.*

Invite a panel of resource people such as interior designer, furniture store employee, and/or architect, to illustrate their management of time, energy, job and family commitments. Have students prepare questions prior to class.

(C) *Discuss demands and rewards in relation to personal and family life.*

Assign student interviews with individuals working in the housing industry. Have students tape record the interviews. Focus interviews on the demands and rewards of working in housing and home furnishings such as social recognition, financial reward, quality of life, and personal satisfaction.[C]

TAC 75.83
INTERIOR DESIGN
UNIT I

COMPETENCY (ESSENTIAL ELEMENT):

(s.1) *Concepts and skills related to period styles of interiors.*

SUB-COMPETENCIES:

(A) *Point out characteristics of period styles.*

For a Student Occupational Activity, have students evaluate types of furniture styles found in furniture in their homes. Students could make lists then share with the class. KEY QUESTIONS: What were the most common types found? What combinations were found?[C]

(B) *Describe the influence of period styles on interior design.*

Select references for students to read about period influence on design. Divide students into groups to research each period: American, English, Spanish, and Contemporary. For example, within the French style are the Renaissance, Louis XIV, Louis XV, Louis XVI, Directoire, Empire, and French Provincial Periods. Reports should include dominant colors, typical woods, floor coverings, window treatments, accessories, and size factors (rooms, furniture). This could be developed into a class project or a simple chart that students could complete. Reports should also include noted architects of the time and their impact on styles.

TAC 75.83
INTERIOR DESIGN
UNIT II

COMPETENCY (ESSENTIAL ELEMENT):

(s.2) *Concepts and skills related to furniture and accessories.*

SUB-COMPETENCIES:

(A) *Describe aesthetic and functional aspects of furniture.*

Have students view a display of items available for refinishing furniture. Have students demonstrate the proper procedures for refinishing furniture. KEY QUESTIONS: What special

---

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

skills are needed to refinish furniture? What time, energy, money is needed to refinish furniture? How does the quality of refinishing furniture compare to purchased finished furniture?

(B) *Identify role of accessories.*
Assign students to find pictures of rooms in housing or interior design magazines. Identify all the accessories in the pictures. Classify the accessories as to functional, decorative or objects of art. KEY QUESTIONS: How do accessories add the finishing touches that make a home attractive and personal? What are the new fads and current fashions in accessories? What factors affect selection of accessories?

(C) *Explain selection, use, and care of furniture and accessories.*
Have students brainstorm to list immediate and long-term considerations in planning for the selection of home furnishings and equipment. Lead a class discussion on the relationship between immediate and long-term plans. KEY QUESTIONS: How are immediate plans and logn-term plans similar? different? What are some examples of each? How may immediate plans be part of long-term plans? How will family needs affect shopping plans? How do plans for furnishing and equipping a home help families realize goals?

TAC 75.83
INTERIOR DESIGN
UNIT III

COMPETENCY (ESSENTIAL ELEMENT):

(s.3) *Concepts and skills related to surface treatments and lighting.*

SUB-COMPETENCIES:

(A) *Outline criteria for selection, use, and care of materials for walls, floors, ceilings, and window treatments.*
Have students calculate square footage for walls and surfaces. Using a room that measures 10' x 12' with 8' ceilings, have students calculate square footage for wall surfaces. Calculate amounts of wallpaper, paint, and wood paneling needed. Research the cost of each type of treatment for the room. Select high/low prices for wallpaper, paint or wood paneling. Develop a chart which illustrates prices. KEY QUESTION: What are the major differences for the cost differentiation? What other considerations in selection are important?[B]

(B) *Discuss the functions and principles of lighting.*
Study resources to identify functions and principles of lighting. KEY QUESTIONS: Why is light needed? In what ways may light add beauty? How can lighting contribute to your well-being? What part does quality and quantity play in the function of lighting? How can inadequate lighting cause eye strain? What is a foot-candle? Discuss with students the light meter as the device used for measure foot-candles.

(C) *Identify lighting types and methods of control.*
Discuss the differences between natural, fluorescent and incandescent lighting. Discuss and compare the relationship of the following terms to fluorescent and incandescent lighting: wattage, location, efficiency, initial cost, heat produced, life expectancy, aesthetic qualities, color effect on surroundings. Study a light reflection chart which tells the amount of light reflected by various colors. Determine how light from windows and the amount of light reflected by floors, walls, and ceilings influence the type and amount of artificial light needed.

TAC 75.83
INTERIOR DESIGN
UNIT IV

COMPETENCY (ESSENTIAL ELEMENT):

(s.4) *Concepts and skills related to appliances and equipment.*

SUB-COMPETENCIES:

(A) *Identify the functional and aesthetic aspects of appliances and equipment.*
Have students brainstorm for types of cooling equipment that may be used in the home. These may include room air conditioners, portable fans, or ceiling fans. Lead a class discussion on operating costs. Contact local electrical company for information. Lead a class discussion on the advantages and disadvantages of each type.

(B) *Determine the process for selection.*
Have students work in groups and prepare a written list of factors affecting the quality and price of equipment purchased by an individual or a family. Lead a class discussion on how each factor influences purchases in specific situations. Consider design, construction, function, safety, and care. KEY QUESTIONS: What features indicate quality of home equipment? When may it not be wise to purchase maximum quality?

(C) *Describe the use and care of equipment.*
Have students use operation manuals for appliances and equipment to demonstrate safety. Appliances and equipment manuals in the foods lab could be used by the students or students could bring them from home. KEY QUESTION: Of what value is understanding the manual for successful operation of the appliances/equipment?

TAC 75.83
INTERIOR DESIGN
UNIT V

COMPETENCY (ESSENTIAL ELEMENT):

(s.5) *Concepts and skills related to use of design and space planning in homes and business settings.*

SUB-COMPETENCIES:

(A) *Apply elements and principles of design.*
Explain how texture adds variety and interest to fabrics, coverings, and furnishings. Have students collect various textured samples of the same color. Locate samples that look shiny, rough, smooth, dull, firm, light, and heavy. KEY QUESTIONS: How do projections of a rough surface tend to cast a shadow in certain light and make the color appear darker? How can the same piece of furniture look entirely different when upholstered in the same color damask, homespun, or chintz fabric? Are all textures compatible? Why? Show examples.

(B) *Relate user activities to space allocations and arrangement.*
Read references to identify amount of space needed for various home activities. KEY QUESTIONS: What space needs are necessary for one, two, three, and four persons living together in one housing unit? How does the amount and arrangement of space influence the degree of satisfaction a family derives from housing? CRITICAL QUESTION: How can personal satisfaction in housing decisions be achieved when space is overcrowded and there are intrusions on one's personal space needs?

(C) *Identify functions of public, private and service zones.*
Arrange for students to tour homes or view floor plans to locate zones in different types of housing. KEY QUESTIONS: How can one area be used for more than one zone? How do the use of zones vary according to a person's life style or stage in the life cycle? How can furniture be used to help buffer between zones?

(D) *Explain considerations for placements of furnishings.*
Divide students into groups. Develop checklists of factors to consider when arranging furniture in each room of a home. Using room pictures from magazines and the list they developed compare the arrangements in the pictures. KEY QUESTIONS: Which rooms did or did not meet the checklist? Why? Why not?

TAC 75.83
INTERIOR DESIGN
UNIT VI

COMPETENCY (ESSENTIAL ELEMENT):

(s.6) *Concepts and skills related to occupant needs.*

SUB-COMPETENCIES:

(A) *Contrast design practices used to meet occupant needs in homes and business settings.*

Invite someone from the historical preservation society or the manager of a housing unit where restrictions are mandated. An example might be all windows have to use shades. KEY QUESTIONS: What are the purposes for such restrictions? How would these restrictions affect your decision to purchase housing in that area?

(B) *Explain the effect of technology on interior design practices.*

Invite a local architect or a resource person from a software company to discuss the use of Computer-Aided Design (CAD). Include a discussion of the cost of the CAD systems as well as time involved in using systems versus the hand drafted process. Discuss skills needed to operate CAD versus hand drafting. If possible, have students complete a project using a form of the CAD system.

TAC 75.83
INTERIOR DESIGN
UNIT VII

COMPETENCY (ESSENTIAL ELEMENT):

(s.7) *Concepts and skills related to acquisition of professional service.*

SUB-COMPETENCIES:

(A) *Identify available design resources.*

Have students brainstorm to identify the types of design resources available in the community. Follow the activity using the telephone book to locate actual resources. Using the chalkboard, make a chart listing the resources. Identify cost of professional services such as a licensed interior designer, a non-licensed interior decorator, or a designer affiliated with a furniture store, or paint company.

(B) *Identify responsibilities of the person providing interior design services.*

Define *ethics*. Have students identify the ethics they perceive designers should maintain. Obtain a copy of a code of ethics for designers and then compare the two.

(C) *Determine costs and benefits of professional services.*

Lead a class discussion on the benefits of using a professional designer as compared to someone with little or no experience in design. Focus on the following: reliable selection, professional product, saves time, and prevents unnecessary purchases.

TAC 75.83
INTERIOR DESIGN
CAREER OPTIONS AND ADJUSTMENTS

COMPETENCY (ESSENTIAL ELEMENT):

(a.7) *Concepts and skills related to career options and adjustments.*

SUB-COMPETENCIES:

(A) *Relate personal characteristics to the appropriate career(s) addressed within each home economics course.*

Assign students to review college catalogs to learn what courses are required for an interior designer or home economics degree. KEY QUESTION: What high school courses would be beneficial for this major?

(B) *Describe management practices facilitating individuals assuming multiple roles.*
Invite a representative from the Small Business Administration to explain the importance of careful record-keeping in small business operations. KEY QUESTIONS: What records are necessary for tax purposes? What is meant by an employee earnings record? the payroll register? W-2 form? the Federal Income Tax Withholding? the Social Security employee tax table?

(C) *Discuss demands and rewards in relation to personal and family life.*
Invite a panel of entrepreneurs in interior design careers to discuss the importance in planning equipment and supplies, storage, work and sales areas. Include as a panel member an entrepreneur who operates a business from the home. KEY QUESTIONS: How does the viewpoint vary from panel member to panel member? What is the relationship of efficiency and well planned space? How can a good store layout eliminate wasted movement and time? What are the advantages and disadvantages of operating a business out of a home? How does city zoning affect the entrepreneur with a business operating from a home?

TEACHING AID SECTION

WORD PUZZLE: HIERARCHY OF NEEDS

DIRECTIONS: Unscramble the letters in the horizontal lines to form words about the needs hierarchy.

L O E B N G N I G

S E F L

V L O E

E E N D S

A M S W O L ' S

P H L Y I S C A

T C A A U L I I A Z N O T

T S E E M E

E P R N O S

S A Y F E T

T R T I A S

C A C E C N A P T E

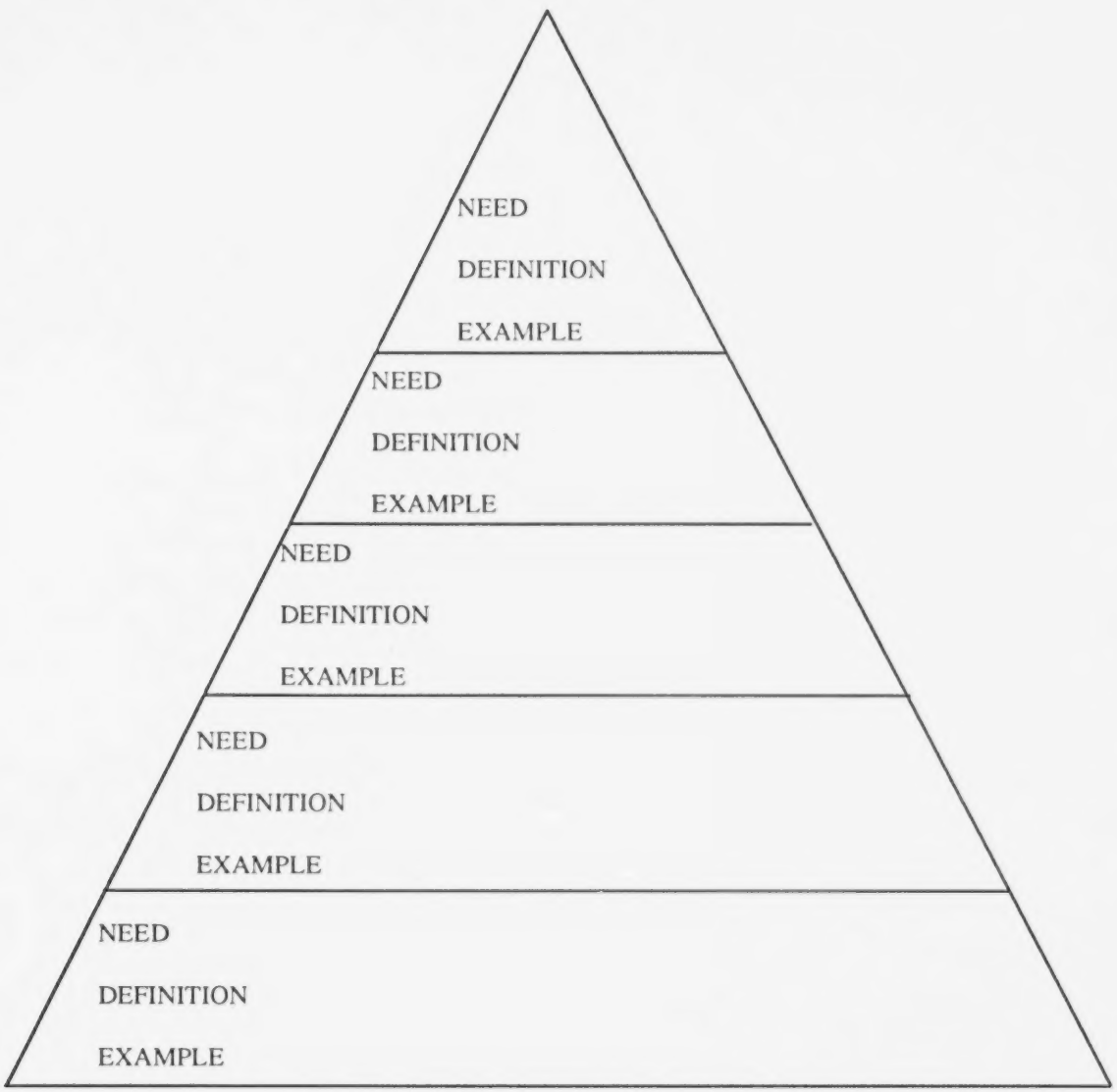
H T A B I S

Y U O

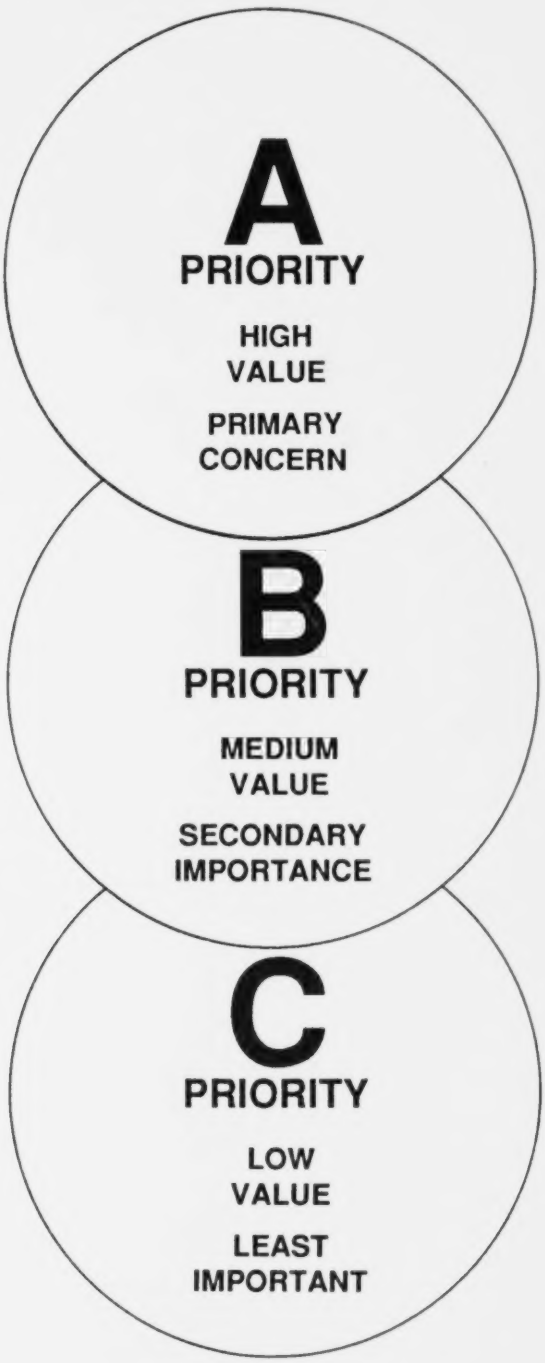
KEY: Belonging, Self, Love, Needs, Maslow's, Physical, Actualization, Esteem, Person, Safety, Traits, Acceptance, Habits, You

PYRAMID OF HUMAN NEEDS

DIRECTIONS: Complete the pyramid below using Maslow's theory of human needs. Place the lower needs in the lowest box and the highest needs at the top. Name the five basic needs, define each, and give one example of each need.

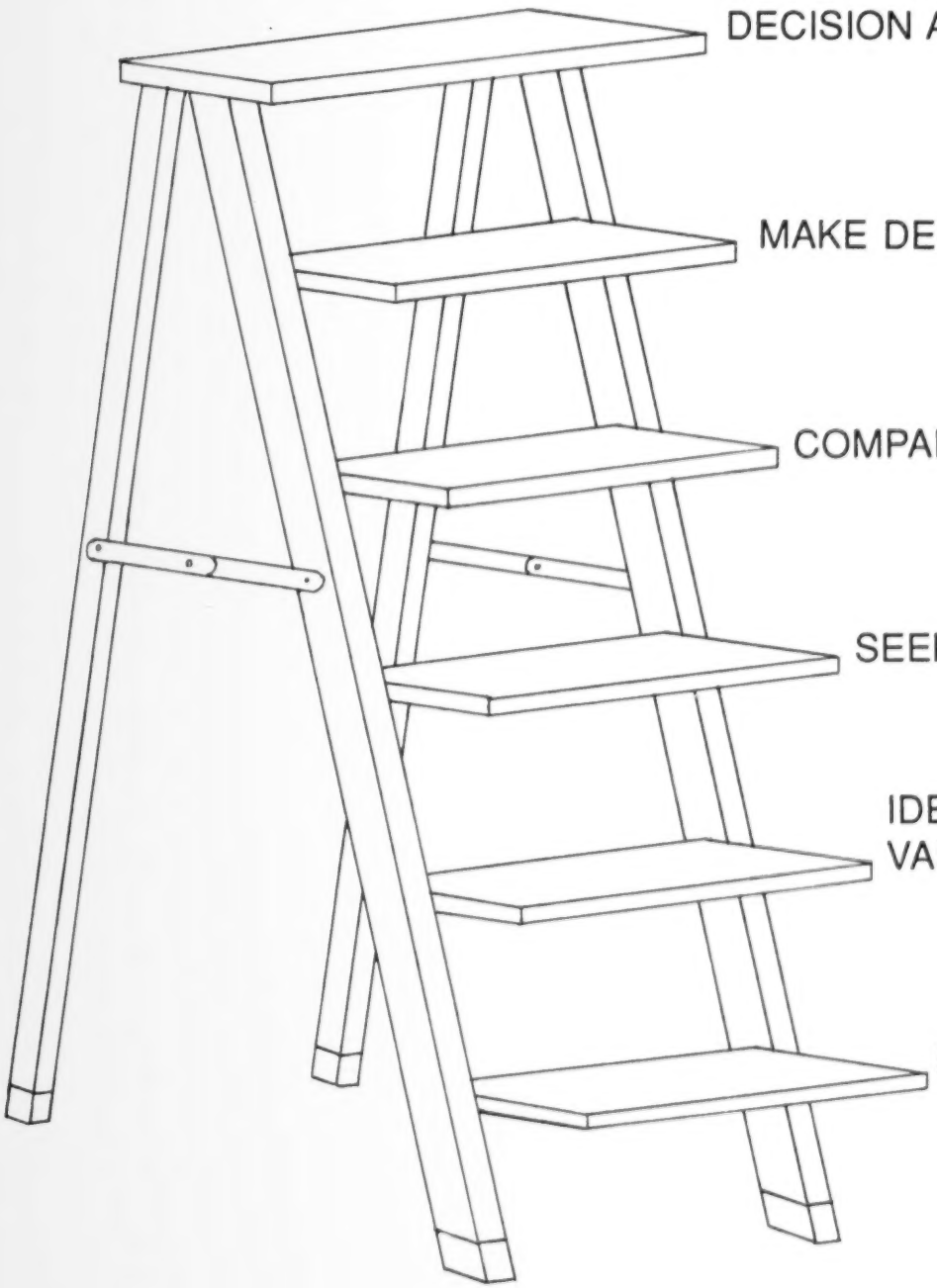


SETTING PRIORITIES

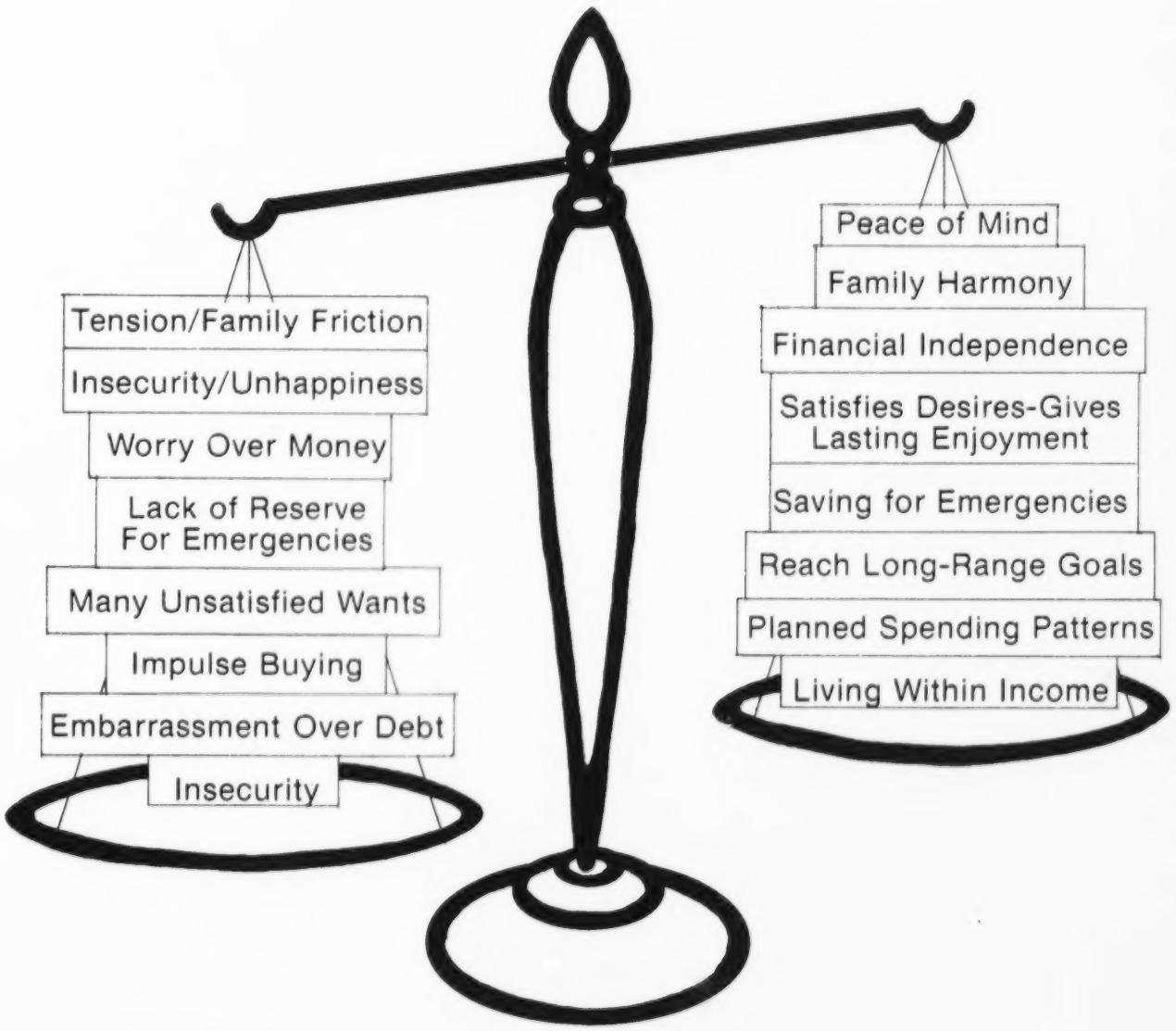


146

STEPS TO DECISION MAKING



WEIGH THE ADVANTAGES OF PLANNED SPENDING



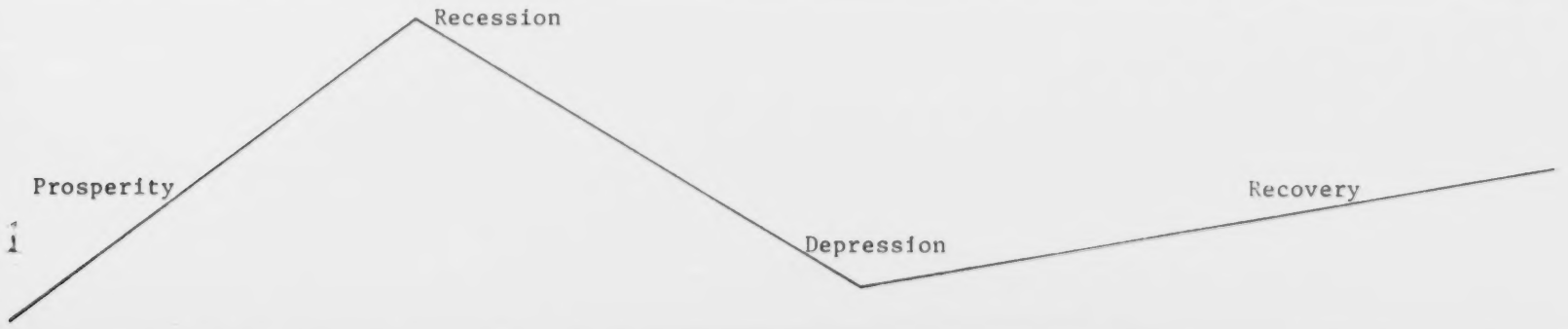
BASIC ECONOMIC CONCEPTS

SCARCITY	A condition of limited resources that results from the imbalance between unlimited wants and the limited resources available to satisfy those wants.
NEEDS	The things that are essential for human existence, such as water, food, and air.
WANTS	The things that are wanted but not essential for existence.
FACTORS OF PRODUCTION	Refers to what is required to produce the goods and services that people want.
1) Land/natural resources	Natural resources such as land, timber, fish, oil and mineral rights, fertility of the soil, climatic conditions suitable for growing crops, used to produce goods and services.
2) Labor/human resources	The health, strength, education, training, skills, abilities, motivation, and the number of people and the hours they work.
a. Entrepreneurship	The ability of the person to take the risks associated with starting a new business or introducing a new product or service to the market in hopes of making a profit.
3) Capital goods	Buildings, equipment, machinery, ports, roads, dams, and other manufactured and constructed things needed to produce goods and supply services.
OPPORTUNITY COST	The choices or alternatives given up by the person when a decision is made.
TRADE-OFFS	Giving up one thing for something else when a choice is made.
PRODUCTIVITY	The amount of output (goods and services) produced per unit of input (productive resources) used. Productivity can be increased by investment in capital goods, investment in human capital, specialization, and the division of labor.
1) Investment in capital goods	Occurs when savings are used to increase the economy's productive capacity by financing the construction of new factories, machines, means of communication, etc.

2) Investment in human capital	The population's health, education, and training are increased through the efforts of individuals, businesses, or governments.
3) Specialization	Occurs when an individual, region, business, city, or country produces a narrower range of goods and services then it consumes.
4) Division of labor	The process whereby workers perform on a single or a very few steps of a major production task.
ECONOMIC SYSTEMS	Collection of laws, activities, institutions, values, and human motivations that provide a framework for economic decisions about resource allocations.
1) Tradition	Decisions are repeated that were made at an earlier time or by an earlier generation.
2) Command	Decisions are made largely by a central authority such as a government planning agency or a feudal lord.
3) Market-prices	Individuals and businesses participate in through decisions reflected in the supply and demand for various goods and services.

PHASES OF BUSINESS CYCLE

Prosperity	Recession	Depression	Recovery
Increased wages	Decreased work hours	Decreased wages	Increased wages
High employment rate	Decreased number of jobs	High unemployment	Increased employment
Increased demand	Supply outweighs demand	Decreased operating costs	Increased demand
Increased interest rates	Businesses' money goes to loan payments	Decreased interest rates	Decreased interest rates
Increased number of loans	Decreased number of loans	Decreased borrowing	Increased loans
Increased profits	Decreased profits	Decreased spending	Increased cost
Supply increases	Businesses stop investing	More businesses fail	Increased supply
Increased inflation	Decreased number of businesses	Decreased profits	Debts paid-off
Optimistic attitude	Pessimistic attitude		



COMPARING GOODS AND SERVICES

GOODS

1. PRICE---Am I getting my money's worth?
2. QUALITY---Is product sufficiently durable for uses?
3. FEATURES---Look at performance reports, care requirements, and safety features.
4. COMPATABILITY---Is product in line with your needs?
5. WARRANTIES AND GUARANTEES---Which product has best and most suitable coverage policies?
6. COMPLIMENTARY SERVICES---What services are provided by the place of purchase?
7. REPUTATION---Is manufacturer reliable? Is seller reliable?

SERVICES

1. Am I getting my money's worth?
2. What exactly do I need?
3. Who would perform the service most efficently?
4. Which firm is most reputable?
5. Which firm has the best protection? (Guarantees, bonding contracts, warranties, etc.)
6. What are the return policies of the firm?

BASIC CONSUMER RIGHTS

THE RIGHT TO BE INFORMED

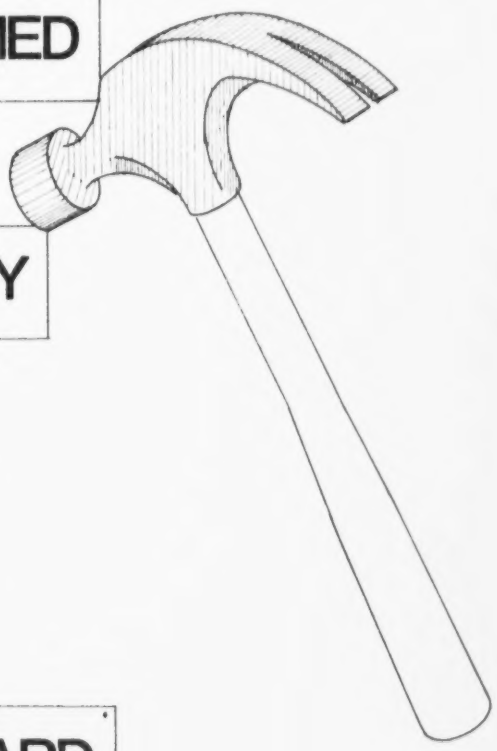
THE RIGHT TO SAFETY

THE RIGHT TO CHOOSE

THE RIGHT TO BE HEARD

THE RIGHT TO REDRESS

THE RIGHT TO CONSUMER EDUCATION



SODIUM CONTENT OF SELECTED FOODS

Food	Sodium Content (mg)
Apple Pie	406
Brownie With Nuts	126
Catsup	177
Cheddar Cheese	119
Chicken Noodle Soup	955
Corn	236
Devil's Food Cake With Chocolate Icing	118
Egg	61
Frankfurter	627
Fudge (Chocolate)	86
Ice Cream	75
Margarine	138
Milk (Whole)	138
1 Olive (Green)	168
Peanut Butter	177
Pickle	1922

Assume all foods consist of one standard serving

Sugar Content of Breakfast Cereals

Product	Manufacturer	Total Sugar (% dry weight)
Sugar Smacks	Kellogg	56.0
Apple Jacks	Kellogg	54.6
Super Sugar Crisp	General Foods	46.0
Frosted Rice Krinkles	General Foods	44.0
Cap'n Crunch's Crunch Berries	Quaker Oats	43.3
Cocoa Pebbles	General Foods	42.6
Cookie-Crisp, Chocolate	Ralston-Purina	41.0
Sugar Frosted Flakes	Kellogg	41.0
Cookie Crisp, Oatmeal	Ralston-Purina	40.1
Alpha-Bits	General Foods	38.0
Trix	General Mills	35.9
Cocoa Puffs	General Mills	33.3
Post Raisin Bran	General Foods	30.4
Raisin Bran	Kellogg	29.0
Frosted Mini-Wheats	Kellogg	26.0
100% Bran	Nabisco	21.0
All-Bran	Kellogg	19.0
40% Bran Flakes	General Foods	13.0
Total	General Mills	8.3
Wheaties	General Mills	8.2
Grape Nuts	General Foods	7.0
Special K	Kellogg	5.4
Corn Flakes	Kellogg	5.3
Rice Chex	Ralston-Purina	4.4
Corn Chex	Ralston-Purina	4.0
Wheat Chex	Ralston-Purina	3.5
Cheerios	General Mills	3.0
Shredded Wheat	Nabisco	0.6
Puffed Rice	Quaker Oats	0.1

Condensed and adapted from an analysis published in 1979 by the U.S. Department of Agriculture.

Create A Low-Sugar Menu

Directions: Rewrite the following menu to lower the sugar content.

Morning Meal	Revised Morning Meal
2 glazed doughnuts filled with jam Kool-Aid	
Noon Meal	**Revised Noon Meal**
candy bar carbonated beverage	
Evening Meal	**Revised Evening Meal**
glazed ham candied sweet potatoes canned corn fruit cocktail root beer	
Snacks During The Day	**Revised Snacks**
gumdrops cake with frosting sugar cookies sugar-syrup coated popcorn	

Create A Low-Sodium Menu

Directions: Rewrite the following menu to lower the sodium content.

Morning Meal	Revised Morning Meal
2 fried eggs 2 slices of bacon 2 pieces of white toast orange juice	
Noon Meal	**Revised Noon Meal**
chicken noodle soup 1 large pickle saltine crackers apple carbonated beverage	
Evening Meal	**Revised Evening Meal**
meat loaf spinach deviled eggs white roll and butter bread pudding buttermilk	
Snacks During The Day	**Revised Snacks**
banana crackers and cheese spread apple pie	

PROGRAM GOALS OF THE WORLD HEALTH ORGANIZATION (WHO)

1. Development and testing of methodologies for integrating nutritional objectives into national development plans

2. Development and testing of methodologies for establishing nutrition monitoring and surveillance systems as a basis for action programs and for their evaluation

3. Integration of nutrition activities primarily within maternal and child care, as a component of primary health care

4. Promotion of and collaboration in measures for the control of endemic goiter

5. Further development, and the testing under varying conditions, of methods for control of Vitamin A deficiency and nutritional anemia

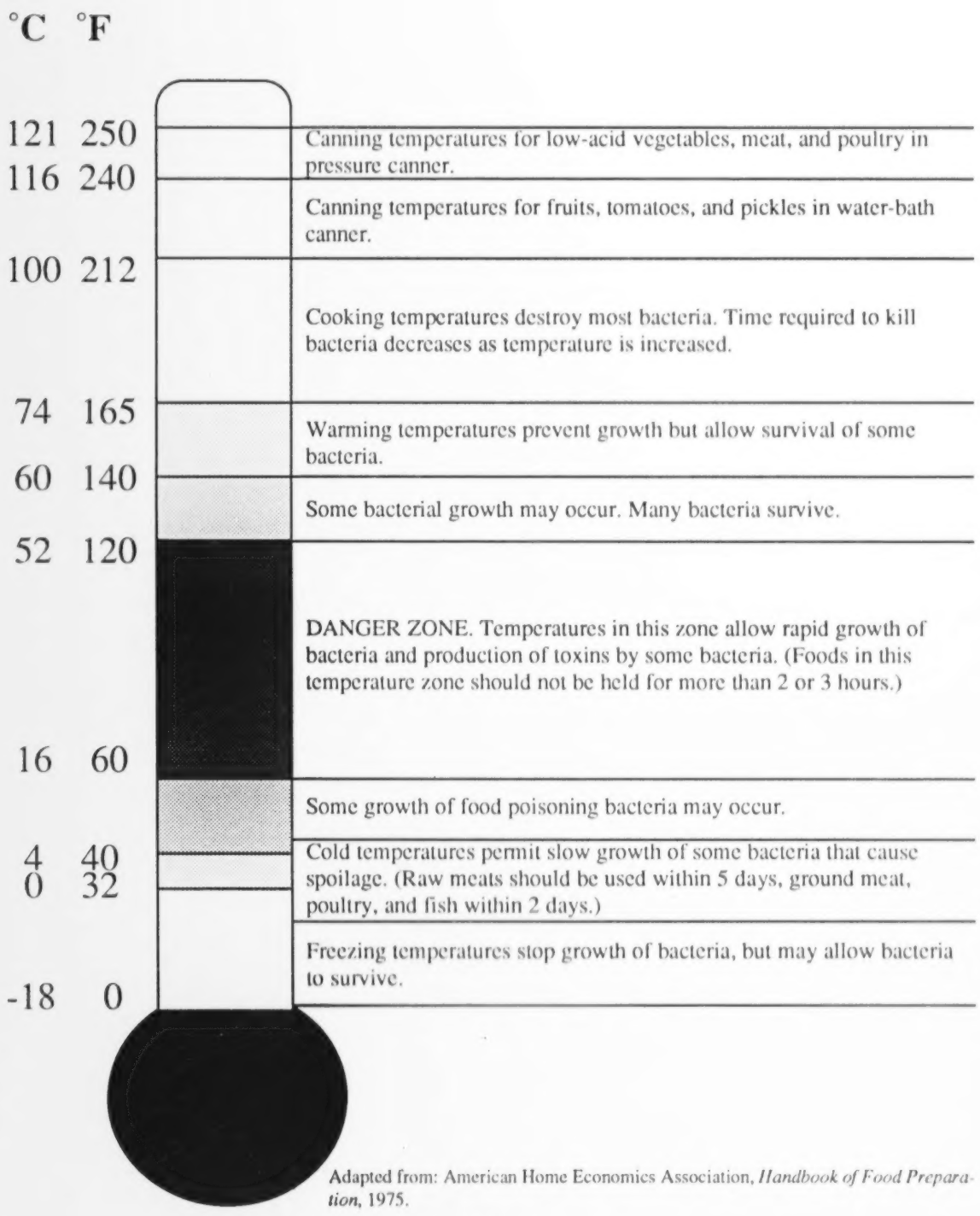
6. Promotion and support of further studies needed for a better understanding of factors responsible for malnutrition and related problems

7. Collaboration in training health workers in nutrition

Ways To Market a Product

- Through the choice of name for the product
- By developing a product which is very convenient or has high utility
- By packaging which is appealing in form and color
- Through labeling which is informative and readable
- By pricing the product so that it competes successfully with other brands
- By conducting marketing surveys and planning a strategy for introducing the product to the market
- Through an effective advertising campaign

Temperature of Food for Control of Bacteria


°C °F
121 250
116 240
100 212
74 165
60 140
52 120
16 60
4 40
0 32
-18 0
Canning temperatures for low-acid vegetables, meat, and poultry in pressure canner.
Canning temperatures for fruits, tomatoes, and pickles in water-bath canner.
Cooking temperatures destroy most bacteria. Time required to kill bacteria decreases as temperature is increased.
Warming temperatures prevent growth but allow survival of some bacteria.
Some bacterial growth may occur. Many bacteria survive.
DANGER ZONE. Temperatures in this zone allow rapid growth of bacteria and production of toxins by some bacteria. (Foods in this temperature zone should not be held for more than 2 or 3 hours.)
Some growth of food poisoning bacteria may occur.
Cold temperatures permit slow growth of some bacteria that cause spoilage. (Raw meats should be used within 5 days, ground meat, poultry, and fish within 2 days.)
Freezing temperatures stop growth of bacteria, but may allow bacteria to survive.

Adapted from: American Home Economics Association, *Handbook of Food Preparation*, 1975.